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ABSTRACT

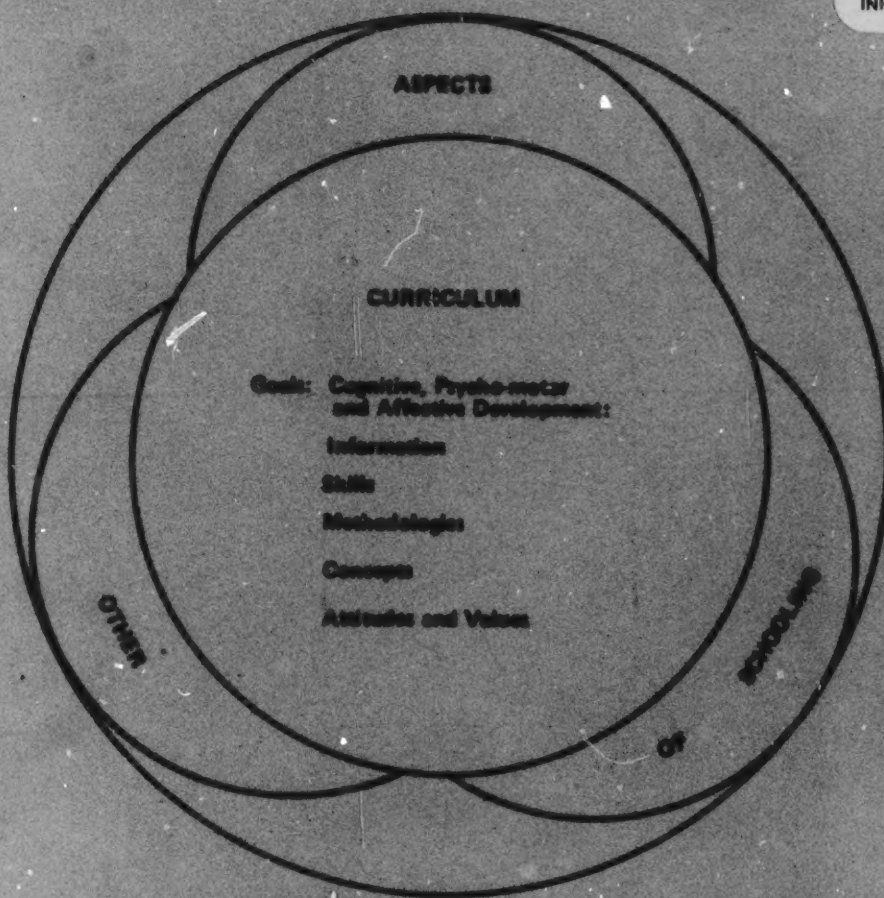
This publication is designed to assist educators to integrate multicultural education into the entire school curriculum. Part I includes chapters on defining multicultural education, planning for multicultural education, setting goals and objectives, developing steps or activities, managing resources for multicultural education, and conducting ongoing planning and evaluation; an appendix and a bibliography are also provided. The appendix, which consists of 12 "exhibits," includes suggestions for implementation, a glossary, the rationale and philosophy behind the program, five approaches used in multicultural education, an article, "Multiethnic Education in Monocultural Schools," and the Multicultural Education Quick Assessment Test. Part II, dealing with technical assistance resources, contains chapters on multicultural materials; organization plan; the KNOW-NET Project; the Multicultural Education Network; educational service districts; "Name is Me" (a guide to names of ethnic minorities); institutions of higher education; community colleges; Multicultural Inservice Training Project; bilingual education service centers; desegregation assistance centers; ERIC Clearinghouses; System of Multicultural Pluralistic Assessment (SOMPA); multicultural models, products, projects, and programs; Daybreak Star Press; publications; additional resources; books from university presses; exhibits; libraries and museums; state historical societies; graduate works; visual arts; community resources for schools; and school district implementation models. (IS)

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SCHOOL DISTRICT IMPLEMENTATION OF MULTICULTURAL EDUCATION



A TECHNICAL ASSISTANCE HANDBOOK

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PART II. TECHNICAL ASSISTANCE RESOURCES FOR IMPLEMENTING MULTICULTURAL EDUCATION



SPI

DR. FRANK B. BROUILLET

Superintendent of Public Instruction

A NOTE TO THE READER

The urgency of meeting the needs of all students and especially minority students by implementing multicultural education, meeting current curriculum issues and expanding staff development should be obvious.

The intent of this publication is to promote discussion and program implementation of multicultural education by practitioners in education. If multicultural education is to permeate public education in our state, it is important that it cut across all subject matter areas as well as the support functions of a given school district. The various divisions of the Superintendent of Public Instruction are prepared to provide technical assistance.

This publication should be used with another SPI publication, Evaluating the School for Multicultural Education, A Handbook.

I am appreciative of the continuing efforts of my colleagues in other state departments of education which are implementing multicultural education in a variety of approaches and the efforts of my colleagues in our own agency.

I am appreciative, also, of those educators who reviewed earlier drafts and offered suggestions. Please feel free to send any comments/responses to:

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FOREWORD

In schools, the key persons, of course are the students. It is they who constitute the focal concern of all that goes on in the school's program. Their learning and fullest possible development must receive not only the highest priority in the attention of the school but everything that the school plans and practices must be judged by the criterion of its usefulness in facilitating children's learning.

The planning of curriculum and its implementation are crucial facets of the school's role. In this publication we propose a design for multicultural curriculum implementation which is both rational and possible and which can readily be the basis for customizing the school experiences of all children in Washington State's public schools.

A Concept of Curriculum

Just as there is confusion about the distinction between education as the whole and schooling as a part of that whole, there has also been a tendency to blend or enlarge the meaning of curriculum to include the whole of schooling. The definition of curriculum upon which this current work is based follows.

The curriculum consists of the continuum of potential experiences provided by the school enabling students to attain the learning objectives for which the school has either distinctive or shared responsibility.

In this definition one key aspect is continuity which suggests planning and sequence. Another is potentiality which implies an inclusive range or broad coverage. At the heart of the concept, of course, is student learning. In any consideration of schooling and education the centrality of pupil learning is not only implicit but should be clearly recognizable.

With regard to this definition of schooling as the experiences, both educational and others, which are provided under the auspices of the school, curriculum refers to the educational experiences, especially those planned deliberately to induce identifiable learnings.

PART I: A TECHNICAL ASSISTANCE HANDBOOK

A. DEFINING MULTICULTURAL EDUCATION

A coordinated program of multicultural education for all students is encouraged by the State Board of Education and the Superintendent of Public Instruction. The State Board of Education adopted a policy declaring that one major goal of education should be to help students recognize the worth of all people and the importance of respecting all people, regardless of their racial, ethnic, cultural, or religious backgrounds or physical differences. Local governing boards, the Board said, should take action to ensure that all students and staff understand their roles as members of an interdependent human race.

Different schools and communities will vary in their decisions regarding the content and context of multicultural learning. However, good planning calls for an understanding of the nature and scope of the broad concept. Application of the concept can be explored in terms of the social and educational setting of the particular school. For example, the presence of substantial numbers of minority group students will influence aspects of the program to be offered and the human resources available to support it.

A basic aim of multicultural education is:

...to help students to accept themselves and other persons as having dignity and worth. To achieve this aim, a multicultural program should place emphasis on similarities and differences among individuals and groups. Similarities should be viewed as those characteristics which make people human, and differences should be viewed as those characteristics which make each person or group unique and special. In this context, differences are viewed as positive. Thus, students will be helped to respect and accept a wide range of diversity, including physical differences, emotional differences, cultural differences and differences in life-styles among individuals and groups.

Among the key ideas that should be considered in planning for school improvement are several that related to the definition of multicultural education as a mode of experience and learning to be infused and integrated throughout the curriculum and throughout the school program. For example, each student should develop a positive self-concept, a regard for others and personal and social responsibility. Each student participating in the program, according to his or her individual needs, should receive appropriate instruction and support services. Each school's instructional program should be responsive to student needs by providing a range of options throughout the curriculum.

Other important features of education that are multicultural include:

- o Appropriate staff and student outcomes which are determined by local school districts, including the knowledge, attitudes and skills that students and staff are expected to acquire
- o Curricula that are appropriate, flexible and unbiased and that incorporate the contributions of all cultural groups
- o Recognition of the value of knowing the language of cultural groups as a means of achieving better understanding
- o Instructional materials that are free of bias, omissions and stereotype; that are inclusive rather than supplementary; and that show individuals from different cultural groups portraying different occupational and social roles
- o Educational evaluation procedures which are designed to help persons assess the content of the curricula and instructional materials and how these materials help to accomplish a better understanding of respect for humankind
- o Staffing composition and patterns throughout the organizational hierarchy that reflect the pluralistic nature of American society
- o Staff development which is aimed at increasing the ability of educators to provide for multicultural instruction and other learning experiences for students
- o Reference to student assessment which is culturally appropriate

EACH SCHOOL DISTRICT SHOULD ESTABLISH AND IMPLEMENT A POLICY ON
MULTICULTURAL EDUCATION FOR ALL SCHOOL STUDENTS AND STAFF IN THE DISTRICT.

B. PLANNING FOR MULTICULTURAL EDUCATION

In addition to determining what is meant by multicultural education in the setting of the school, it will be necessary to gather as much information as possible about the existing program and relevant needs and resources. And it should be noted that there is no one "correct" method for collecting the information and organizing it so that it can be interpreted for use by the school planning committee and others. The purpose of the assessment activity is to help persons make decisions about what the school will do in multicultural education. Such questions as the following may be asked:

- o What do students know about multicultural education and what skills and attitudes do they have in the area of multicultural education?
- o What knowledge and what skills and attitudes do you want students to have in this area?
- o What current activities are designed to help students gain this knowledge and these skills and attitudes?
- o How effective is the present program? Why?
- o Are existing resources being used to bring about multicultural objectives? How well?
- o What additional resources are needed to improve the program?

Input from students, school personnel and community representatives should be obtained. The following may be used in securing the input:

- o Questionnaires completed by students, parents, teachers
- o Open-ended sentence-completion exercises (e.g., "Blacks are _____." "Spanish is _____.")
- o Observations by teachers (For a method and examples, see the section on ongoing planning and evaluation, which begins on page 28 of this handbook.)
- o Observations by parents
- o Discussions with school staff members at different grade levels
- o Forum discussions open to all in the community

In the discussions, techniques should be used that will help those conducting the discussions reach consensus in a democratic manner. If questionnaires are used to secure input, sampling techniques should be considered.

The Planning Options

(The planning options presented were developed by the Office of Intergroup Relations, California State Department of Education.)

The Superintendent of Public Instruction provides three planning options for your use. Although each option includes required elements, the elements are addressed differently and are put together in various ways in each planning option. Personnel at each school should choose the option that will work best at their school.

Even though multicultural education is interdisciplinary in nature, it may be analyzed and described in a separate section of the planning document. In like manner multicultural goals or outcomes, objectives and learning activities or solution procedures may be included in different instructional components of the program plan, or they may be described or cross-referenced together in a multicultural education section of the planning document.

Looking through a "multicultural" lens or filter with regard either to "student skills and knowledge" or "school responsiveness to students," one may focus on each part or all parts of the school program.

USE OF PLANNING OPTION 1: THE COMPONENT DEVELOPMENT OPTION*

If planning option 1, the component development option, is selected, a school begins its planning by identifying "what is" for each of the instructional and instructional support components of its program. Multicultural education is regarded as one of the instructional components.

In regard to multicultural education, it is important to describe the existing condition from the students' point of view, as well as the teachers' and parents' points of view. The information should be gathered and recorded in a straightforward manner; for example, "X" percent of the K-3 students who were assessed by staff were observed to interact positively with students of their own group and of groups different from themselves"; or "X" percent of the 4-6 students who were assessed by staff were able to identify racial/ethnic/sex stereotypes when shown certain materials." This type of needs assessment information would be placed in column (B), "existing condition" or "what is," of the form. (See Figure 1, page #7, which is a suggested form.)

Such areas as the following should be considered for study in preparing to describe the existing conditions with reference to multicultural education:

- o Behaviors indicating students' feelings of self-worth and self-acceptance
- o Behaviors indicating students' respect for and acceptance of peers and other persons both like and unlike themselves
- o Students' knowledge and understanding of their own heritage and the heritage of other ethnic and cultural groups
- o Students' knowledge and understanding of the concept of cultural

*Please refer to page 11 for additional information.

pluralism and the causes of stereotyping, prejudice, and discrimination

- o Students' performances when asked to analyze similarities and differences between, among, and within diverse groups of people
- o Students' performance when asked to identify biases in school materials and in public media
- o Students' performance when asked to present to others aspects of their own cultural heritage

The next step in the planning process under Option 1 is to record the expectations for student achievement and behavior in regard to multicultural education. This information is placed in column (C) of the suggested form, "desired condition," or "what should be." The differences between the desired condition and the existing condition provides the information to be recorded in column (D), "discrepancy," of the form.

Then comes one of the most important steps, the completion of column (E), "analysis of discrepancy." By determining the causes of the discrepancies, one can develop program objectives, which are placed in column (F) of the planning form, and the appropriate activities or solution procedures, which appear in column (G).

Inasmuch as the definition of multicultural education calls for an interdisciplinary approach--that is, a thread of activities appearing throughout the curriculum--the analysis may suggest solution procedures to be placed in each of the instructional components; thus, infusing multicultural methods and materials in all of the instructional components.

USE OF PLANNING OPTION 2: THE INTEGRATED PROGRAM OPTION*

Unlike Option 1 in which multicultural education may be called an instructional component, the integrated program option (Option 2) uses student outcomes or goals as the bases of organization. One determines those student outcomes that are desired by the school community, gathers assessment information that will enable the school planning council to determine the effectiveness of the school in producing each outcome and decides what approaches to take to make the school more effective. The same types of assessment information collected under Option 1 may be desired for these purposes. Multicultural education should be an integral part of the assessment information relating to all relevant desired outcomes.

While the school may choose to use a discrepancy procedure (the difference between what is and what should be) under Option 2, the data may be organized in such a way that the strengths of the school program are considered in determining which parts of it work well and which areas need improvement. In addition, the site committee will want to take into account the foci, constraints, resources and priorities in deciding how certain approaches to multicultural education will fit into the total school improvement program.

*Please refer to page 12 for additional information.

USE OF PLANNING OPTION 3: THE INDIVIDUAL SCHOOL OPTION*

If the school planning committee does not choose to follow Option 1 or Option 2, multicultural education may still be assessed in regard to the effectiveness of the school program. The assessment may take the same form as described above for Options 1 or 2, but there is no limit to the scope, methods and format of the assessment under Option 3, providing that it addresses the subject of multicultural education.

*Please refer to page 13 for additional information.

FIGURE 1

School

THE COMPONENT DEVELOPMENT OPTION

Instructional Component: _____

Assessment of need				Program Description			
Grades or levels served (A)	Existing condition (What is) (B)	Desired Condition (What should be) (C)	Discrepancy (What the difference is) (D)	Analysis of Program discrepancy Objectives (E)	Major Solution procedures (F)	Timeline (G)	Timeline (H)
							J A S O N D F M A M J

FIGURE 2

A Planning Matrix for Multicultural Education Objectives

Kind of learning	T O P I C	Academic activities	Other activities
I. Understanding concepts	A. Self		
	B. Life-style		
	C. Culture		
	D. Changes in individuals and groups		
	E. Cultural contact as agent in charge		
	F. Personal heritage		
	G. Similarities/differences among individuals and groups		
	H. Competence		
	I. Occupational diversity		
	J. Stereotypes/prejudice/discrimination		
II. Acquiring values	A. Self-esteem		
	B. Appreciation of self and others		
	C. Respecting for values/dignity/worth of self and others		
	D. Respecting similarities/differences		
	E. Accepting cultural pluralism		
	F. Accepting diversity of life-styles		
	G. Desiring to bring about equity/reduce stereotypes		
	H. Positive attitude toward school and life		
III. Developing skills	A. Analyzing influence of heritage		
	B. Analyzing similarities/differences		
	C. Distinguishing between myths/stereotypes and facts		
	D. Recognizing prejudiced behavior		
	E. Identifying biases in media		
	F. Interpreting personal heritage		
	G. Clarifying personal values		
	H. Using skills of conflict resolution		
IV. Demonstrating behaviors, personal and social	A. Working to reduce inequities		
	B. Confronting prejudiced behavior		
	C. Cooperating with diverse others		
	D. Using community persons as resources		
	E. Using persons in school as resources		
	F. Working to resolve conflicts		
	G. Participating/involving others in life of school		
	H. Using interpersonal skills		

Source: California State Department of Education; 1979. (Modified)

C. SETTING GOALS AND OBJECTIVES

At some point in the planning process, depending on the option chosen, it is necessary to determine what results should be expected from the school program and how the results will relate to State Board adopted or locally adopted policies in the area of multicultural education. This will begin to happen as multicultural education is defined by each school. In developing its unique definition, a school should translate or refine the definition (without narrowing the concept unnecessarily) to shape both goals or outcomes and objectives--the goals being the desired, long-range results of multicultural education for students and the objectives being those specific, short-range expectations for student progress that will tell whether or not the program has been successful.

Aspects of Multicultural Education

A basic aim of a multicultural instructional program is to help students accept themselves and other persons as having dignity and worth.

In addition to stressing similarities and differences among individuals and groups, a multicultural instructional program should have the following characteristics:

- o The program should be cross-cultural in nature instead of being structured upon separate and distinct racial or ethnic groups. Programs that deal separately with Asians, Blacks, Hispanics, Native Americans and other groups have value, but an effort should be made to show similarities and differences among such groups and among individuals within the groups. The separate-group approach, by itself, may strengthen stereotypes and reinforce ideas of segregation and separation in the minds of students. A cross-cultural approach is more likely to promote respect and acceptance of all individuals and groups.
- o The program should be interdisciplinary in nature and, whenever appropriate, should draw from and contribute to instruction in social science, language arts, music, humanities and other subjects.
- o Instructional materials or a multicultural program should be appropriate to the maturity level of the students. Development of a positive self-concept is indispensable; therefore, materials should be so selected that each student can experience success in learning. For example, in the early grades, if reading materials are too difficult for certain students, efforts to raise those students' self-concepts may be undermined. In this case, emphasis may have to be placed on an oral language approach.
- o The instructional approach should be appropriate to the maturity level of the students. For example, an historical approach to multicultural concepts may be beyond the understanding of most children in the primary grades. At the primary level, programs should deal with the more immediate experiences of the child

(e.g., the individual, the family, the classroom, the school, the community). Folktales and fairy tales and other legends may be useful in revealing the traditions and values of different groups.

- Multicultural instruction should be an integral part of the curriculum and should treat ethnic groups as full contributing members of American society rather than as sources of problems to be solved.
- The instructional materials and activities should include a variety of approaches to meet different learning styles among students.
- In addition to imparting information, the instructional approaches, materials and activities should help students develop cognitive skills and positive affective behaviors. A student's self-concept can be enhanced by the mastery of skills.
- A multicultural instructional program should take advantage of learning opportunities among the school and community population and in local activities and events. It should not be confined to observable customs or events originating far away and long ago. The people of the community should be viewed as a resource for helping students to understand similarities and differences among individuals and groups.

Some Techniques to Consider in Setting Goals and Objectives

There are many different methods of bringing staff and members of the school community together to work on establishing goals or outcomes and objectives and some of them that may be considered follow:

- School-community discussion groups. With prepared materials and trained facilitators, mixed groups of staff, parents and community representatives or interest groups with special concerns can develop a series of alternative goals and outcomes; then they can select priorities to arrive at a final choice or choices. The setting should be comfortable and the atmosphere as informal as possible, but each group should have a definite agenda and be helped to complete it. Objectives can be developed in the same way, with sufficient teacher participation to ensure they are attainable in the time provided and that methods of measurement are practical.
- Delphi technique. This is a method of obtaining group response and consensus that allows each participant to consider the questions privately and at his or her own pace. A series of questions about multicultural education may be posed and the answers may be used to draft alternative goals and outcomes, which then are offered to the participants for their prioritizing.

- o Brainstorming. Using a team of trained facilitators, one or several groups of interested persons--students, teachers, administrators, parents and community representatives--may explore ideas by listing rapidly whatever is suggested without ordered sequence or much discussion. A quantity of ideas is wanted. Then the ideas may be classified and organized for further examination and selection of priorities. The same method may be employed in the brainstorming session would have to be followed by careful rephrasing and shaping for true objectivity and measurement.
- o Use of committees. Division of labor and the best use of personal interest and expertise often indicate that committees and subcommittees should be organized to carry out specific planning tasks. A steering committee may be needed to delegate responsibilities and supervise the total effort. Some tasks may be assigned to staff specialists, but advice and comments and eventual participation by parents, community representatives and older students are essential in building toward a school-community consensus on multicultural goals and objectives.

Keep in mind--

- . Involve as many people with different points of view as possible.
- . Be thinking about how multicultural education relates to every part of the school program.
- . There are many ways to measure objectives, so be creative.

Goal Setting with Option 1

If planning Option 1, the component development option, is being used, the following should be kept in mind as goals and objectives are set for multicultural education:

- o The goals set for multicultural education will be incorporated as the "what should be" step of the discrepancy-based needs assessment. If the school is planning for a multicultural education component, the goals will be part of the needs assessment for that component. If the strands of multicultural education are to be woven through various instructional components, multicultural goals should be considered as needs relating to each component are assessed.
- o The goals, or "what should be," should be closely related (that is, they should center around the same concepts and information) to the first step of the needs assessment, "what is." By relating what is to happen to what exists, a school will create a good framework for program planning.

- o The objectives that are set for multicultural education will be incorporated within the objectives for each relevant component, sometimes within the objectives for several components. They may also be state separately.

Objectives developed for instructional components should identify which students will be able to do what and how well, when it will happen and how it will be evaluated.

Examples of goals or "what should be" using Option 1:

- o Students will know characteristics of their own cultural heritage and that of other ethnic groups in the school and community
- o Students will demonstrate that they respect and accept peers and adults of ethnic and cultural groups other than their own.

Examples of objectives using Option 1:

- o Teachers will observe by a certain date that through small-group discussion and oral presentations, each student has demonstrated that he or she can identify characteristics of his or her own cultural heritage and that of others
 - o Teachers will observe by a certain date specific behaviors in a sample of all students which indicate an attitude of respect and acceptance of others who are of different origins.
-

Goal Setting with Option 2

If planning Option 2, the integrated program option is being used, the following should be kept in mind as goals and objectives are set:

- o The goals that are set for multicultural education will be stated in terms of student outcomes. Therefore, when student outcomes are determined, a school will have considered the types of multicultural skills, knowledge, attitudes and behavior it wants students to have as a result of their school experiences.
- o The objectives that are set for multicultural education should identify either who will be able to do what, and how well, or what will happen, when it will happen, and how it will be evaluated.
- o Objectives for multicultural education most likely will be integrated throughout the planning process and throughout the written plan.

Examples of goals using Option 2:

- o Students will be able to work and communicate effectively

Examples of objectives using Option 2:

- o Teachers will observe by a certain date, in a sample of all students,

with other persons, both like and unlike themselves, in the kinds of relationships which are important to success in future employment, citizenship, and social interaction.

- Students will have knowledge or the contributions of many nationalities and ethnic groups to the pluralistic society and culture of the United States.

specific behaviors which demonstrate cooperation in academic teamwork and in team play.

- A sample of all students will have demonstrated, by a certain date, that they can communicate in writing by an exchange of letters with two or more selected peers.
- Pre- and post-testing by a certain date will show a gain of X points in answers to questions about the contributions different groups of people from different parts of the world have made to contemporary science, art, and culture.

Goal Setting with Option 3

No specific guidance exists for setting goals and objectives under planning Option 3, the you-do-it option, because Option 3 is one in which a school designs its own format. However, it must be remembered that objectives are required as part of the program plan. Decisions must be made as to how multicultural objectives will be developed and where they will be placed in the written plan.

D. DEVELOPING STEPS OR ACTIVITIES

Regardless of the program planning process developed, the selected goals and objectives for multicultural education will be matched with a series of steps or activities by which the objectives may be met. The process includes deciding what the multicultural aspects of the educational program should look like, defining how adults and students will work and what strategies they will use, and identifying the support and training activities that will be necessary to achieve the multicultural objectives.

Activities, events and timelines should fit into the schoolwide plan for which there are common strategies. Each classroom may have its own way of putting the strategy or activity into effect. Individual teachers may work in their particular styles, taking into account their personal experience and expertise. Groups of children, or individuals, may have unique needs; for example, LES/NES, Title I/EDY, special education. In multicultural education it is essential that activities strengthen the self-esteem, identity, and mutual respect of the participants, both adults and students.

Using Planning Option 1

If planning option 1 is being used as the school plan for implementing multicultural education, it will be necessary to define how the school can solve the problems that were identified when the discrepancies between the existing and desired conditions were discussed. Each multicultural component and each objective will be related to "what should be" in the area of multicultural education, and they must be addressed through one or more solution procedures aimed at reducing or eliminating any discrepancy. If multicultural education is not established as a separate component in the school plan, objectives for multicultural education will be integrated with those of the different instructional components, and the solution procedures also will be integrated with the same components.

In the development of reading skills, for example, it is appropriate to use as one solution procedure the selection of cross-cultural reading materials illustrating the life of particular ethnic groups. This might promote student knowledge of the characteristics of ethnic heritage as well as improve motivation and achievement in reading. Some other examples of solution procedures that may be used in planning option 1 follow:

- o Each primary student will prepare and share with others a family tree showing the birthplace and other information about members of his or her family, and the student will report on an interview with a parent or grandparent about the family's heritage.
- o Selected high school students will participate in cross-age tutoring with students of other or the same racial/ethnic identity.
- o A junior high school team-teaching activity in English and social science will make use of thematic units based on cultural artifacts and readings, each leading to a culminating activity to be shared with the entire school.

- o A series of teaching units, such as "Man, a Course of Study," will be used to help students understand the characteristics that make all people human
- o Mathematics and science projects will include the study of historic contributions of many ethnic and cultural groups.

Using Planning Option 2

If the integrated program option is being used, student outcomes may have already been selected in accordance with the wishes of the school and community, and the objectives of the program may already have been stated. However, at some point in the process, the strategies or approaches that will be used to achieve the objectives must be determined. Wide participation in selecting those strategies is important because there must be agreement with the approaches that are to be taken in reaching the objectives, even though it will be left to individuals or groups of staff members to choose ways to make each approach work.

If the school has had success with certain multicultural approaches in the past, the planning process may begin with this step, using these approaches to design appropriate objectives for the next school year. Few, however, in the past have implemented interdisciplinary, cross-cultural approaches on a schoolwide basis, and it is likely that a combination of objectives and approaches will be developed as adults and students explore the possibilities for multicultural learning in the various skill areas.

Some examples of approaches that can be used with option 2 follow:

- o Organize a series of high school assemblies on cross-cultural events, each with a different theme, planned by a representative student committee and featuring a variety of performing arts from the heritage of particular groups might be recognized, and the assemblies could be presented by members of those groups.
- o Have seventh- and eighth-grade students participate in a series of overnight visits and campouts, giving each student an opportunity to join and share with peers of his or her own and other groups in social and learning activities.
- o Have ethnic teams of upper elementary students participate in writing projects in which they prepare original reading materials related to their personal experiences and interests.
- o Have primary-grade students participate regularly in discussion groups with their teachers and other adults to talk about feelings, attitudes, and interpersonal relations.

Using Planning Option 3

If the you-do-it option is being used as the school plan for consolidated programs, steps or activities for implementing objectives are required as with the other two options; however, they may be described in whatever way

seems appropriate, and the format may differ from those of options 1 and 2. Again, it is important to build on the strengths of previous multicultural programs and activities and seek wide participation in the development of schoolwide strategies for improving respect for self and others, knowledge and understanding of one's heritage and skill in inter-personal and inter-group relations.

E. MANAGING RESOURCES FOR MULTICULTURAL EDUCATION

Good planning for making improvements in the school program implies the best use of time, people, money and materials. Every activity should have an identified purpose and should be fitted into the schedule according to whatever priorities have been accepted.

One advantage of an interdisciplinary approach is that multicultural education is not taught as a separate topic in a separate hour of the day, but instead is integrated into the lesson plan of each academic subject. Multicultural objectives are a part of the implementation in reading, oral and written language, mathematics, social science and other disciplines. When such integration occurs, there is less pressure to subdivide the school day and add further activities requiring time and attention.

Money and materials also are used more economically when all teaching and learning resources are made to serve the purposes of multicultural education. The assumption is that available tests and supplementary materials have both strengths and weaknesses from the perspectives of diverse ethnic groups and the point of view of cultural pluralism. A teacher who is aware of such strengths and weaknesses can use materials appropriately, supplementing them only if necessary.

People are the principal resources of multicultural education. Staff members, including teachers, aides, administrators, support personnel and volunteers, together establish the environment and set the tone for interpersonal, intergroup, intercultural learning opportunities.

However, it is especially important that the human resources of the community be identified and used extensively in the school and classroom. Diversity in the wider community, if not close to home, will enrich what the school staff can provide from its own background and experience.

The students may also be excellent resources; some students can relate aspects of their family heritage, or some can contact persons in the community through interviews, field trips, oral history projects, and the like and share the information they gather. Sharing the wealth of language, heritage, and of individual, family and community values is essential to education that is multicultural.

Carrying out some of the activities cited above may challenge the professional skills of teachers and other school staff, and the demands of an interdisciplinary, cross-cultural education process may be new to many. Working with individuals from other walks of life and other life-styles and with students from diverse ethnic and socioeconomic groups may call for information and techniques that remain to be acquired. And staff development is the key to helping persons acquire the necessary skills.

F. CONDUCTING ONGOING PLANNING AND EVALUATION

The yearly evaluation provides for reviewing the total school program and judging how successfully the program has worked toward improving student achievement, the instructional program and the school environment. It leads to changes to be made for the next school year. Ongoing planning is the process of answering questions of program implementation on a regular schedule during the year so that the school may capitalize on its successes and avoid repeating its failures. Both processes are important, especially in new and untried activities of multicultural education.

Some assumptions often made regarding assessment and evaluation in multicultural education are that:

- o Affective behavioral outcomes are crucial.
- o The success of a multicultural program can best be determined by observing how students behave. And teachers given training and preparation are the best sources of information regarding these observed behaviors.
- o For many purposes of assessment and program evaluation, it is not necessary that every child be measured. Sampling is adequate.

No matter which planning approach is being used in developing a school plan for consolidated programs, there must be assessment; objectives, steps, or activities; and ongoing evaluation. If it is agreed that teacher observation will provide the most information about the needs and the results of multicultural education, it will be necessary to identify the student outcomes desired by the school community and the observable behavioral indicators of such outcomes. A representative group of staff members, students, parents and others might list a series of such behaviors. Then a format for checking each behavior, as observed by teachers in a random sample of students, might be designed and used first to assess needs and establish a base for comparison and later to assess progress or to evaluate the success of the program.

Assessment/Evaluation Example Number 1

If the desired outcome is that "the student will demonstrate recognition of the dignity and worth of individuals and groups different from himself or herself," the following behaviors might be observed:

- o Interacts positively with students of his or her group and groups different from self (e.g., verbally gives and tasks without hostility)
- o Shares space, time, materials and information about family, peer group and community
- o Shows a sense of fair play through actions
- o Exhibits courteous behavior by listening to the feelings and ideas of others and does not interrupt another's conversation

- o Avoids destructive actions and attempts to prevent such action by others
- o Avoids behavior that puts other students down (e.g., avoids ridiculing differences, name calling)
- o Cooperates in small-group interaction

Assessment/Evaluation Example Number 2

If the desired outcome is that "the student will develop feelings of self-worth and self-acceptance," the following behaviors might be observed:

- o Asks for help when it is needed
- o Speaks out to defend self
- o Can disagree with peer group without being hostile
- o Participates voluntarily in a variety of activities
- o Assists other students (tutoring, encouraging, praising, defending)
- o Shares his or her ideas and feelings openly (e.g., includes cultural background)
- o Lists in writing or orally expresses his or her uniqueness and value by enumerating characteristics, qualities, skills and abilities
- o Strives to be worthy of respect (e.g., studies hard, performs assigned tasks, is courteous)

Assessment/Evaluation Example Number 3

If the desired outcome is that "the student will desire and be willing to reduce or eliminate inequalities and conflicts caused by stereotyping, prejudice, discrimination and inequality of opportunity," the following behaviors might be observed:

- o Does not name-call or make other detrimental statements
- o Will try to change the behavior of students who indulge in name-calling and other detrimental actions
- o Voluntarily participates in formal integrative social activities
- o Freely chooses partners on other than racial or sexist lines
- o Participates in peer activities across socioeconomic lines
- o Intervenes to prevent or reconcile intergroup conflict

Teacher observation in the manner described above is not, of course, the only method of assessment and evaluation in multicultural education. Other methods include written or oral pre- and post-tests, sociograms, questionnaires, surveys, discussion groups, interviews, anecdotal reports and team projects. Not only teachers but also other school staff, parents and students may participate in these procedures.

Despite the subjective nature of much that takes place in education that is multicultural, ongoing planning and evaluation can be relevant and revealing. Their validity depends on the questions that are asked, the behaviors that are expected and observed and the effort that is made to use true random samples and apply common standards.

APPENDIX

Additional Suggestions for Implementation

1. All instruction material should emphasize the racial minorities (Blacks, Hispanics, Native Americans and Asian Americans) in roles of dignity and worth. To that end all instructional materials before being adopted should be evaluated for ethnic bias. (The reader is advised to consult state laws and regulations governing instruction materials: RCW 28A.58.103 and RCW 28A.85.020)
2. Techniques (teaching and materials) employed must be as simple and practical as possible if the intent is to have these suggestions readily adopted and practiced by the classroom teachers.
3. The emphasis should be on the integration of multi-ethnicity in the curriculum as well as people-integrated classrooms (possibly both). Further, schools having students whose native language is other than English, or whose primary language at home is other than English should establish a bilingual/bicultural education program.
4. The learning situations should provide the students with the feeling that (ethnically) who he is is positive and (ethnically) who is isn't (persons of other ethnic groups) is also positive.
5. Youngsters involved should reflect that all the possible cosmetic styles, i.e., hair styles--afros and straightended hair, blonds, red-heads and brunettes, fat and skinny, tall and short, people who wear glasses and those who don't, pretty and ugly, etc., are secure human beings.
6. Large group, small group and individual learning activities should be employed as a regular process.
7. Area studies of Africa, Latin America, the Pre-Columbian period in the Western Hemisphere and Asia are of great value. They provide an excellent background for the study of Blacks, Hispanics, Native Americans and Asian-Americans.
8. Inquiry problems can be developed for the mandatory course in American History and Government at grade eleven. These can be used for motivation, exposition and the development of critical thinking.

9. A calendar showing major events in the history of the respective racial minority groups can be developed as a useful aid. Math, geography and science as well as social studies can be taught through this notion.
10. A descriptive list of outstanding racial minority people within the local community from its founding is helpful.
11. Develop a catalog of suggestions for role-playing of specific events related to racial minority participation in the American experience.
12. Develop a file on titles, basic references, etc., of texts on the history and culture of Third World groups and house them in a central place for reference by teachers, pupils and community.
13. Identify and acquire resource persons (professional and as lay persons indigenous to the community). Tape the presentation and have them duplicated for re-use by teachers and pupils in the classroom or for independent study.
14. Have the school learning resource center duplicate and distribute appropriate materials, use Educational T.V. or commercial T.V. for in-service programs or pupil enrichment experiences.
15. Develop a file of community resource persons who are willing to participate in dialogue about certain aspects of the Third World experience in American History.
16. Select multi-ethnic consultants to advise in the development of curriculum change relative to racism and cultural pluralism. These listings should be as broad as possible covering Blacks, Hispanics, Native Americans and Asian Americans at the local, state and national levels.
17. Use pupils, parents and community leaders, as an integral part of the team of teachers, curriculum specialists and consultants to produce curriculum materials for classroom use.
18. It is important to develop any new curricular materials on a pilot basis first. An instrument for teacher evaluation and feed-back should be included on an ongoing basis.
19. The Librarian/Resource Specialist should establish Reading room areas for:
 - a. Asian Americans

b. Blacks

c. Hispanics

d. Native Americans

20. Attend professional development conferences and workshops that address institutional racism and cultural pluralism in the school curriculum.
21. Establish a Multi-Ethnic Curriculum Unit in the local school district structure whose primary function would be to develop and train teachers in the utilization of culturally pluralistic materials.
22. Establish a Minority Affairs Division as a standing committee in the local education association whose primary function would be to assist the local education association in developing viable programs to foster the dignity and worth of racial minority in the total school district.
23. Utilize the following curriculum development design for writing culturally plural lessons and units for the elementary school curriculum. Each question should be answered for each of the four racial minority groups conceptually (discussion) as well as experimentally (role-playing). When developed thoroughly, this design should cover at least one semester.
 - a. Third World people of the World (Blacks, Latinos, Native Americans and Asian Americans)
 1. Where they come from?
 2. What people look like? Why they look as they do?
 3. Where people live?
 4. What clothes are unique to the people?
 5. What language people use to communicate?
 6. What "families" are like?
 7. What "families" do together?
 8. What work do "Mothers" and "Fathers" do?
 9. What kind of foods do "families" eat?
 10. What holidays are important?
 11. The heroes and heroines of each group?
 12. What kind of games to children play?
 13. What art do they draw and appreciate?
 14. What music do they play and appreciate?
 15. What are their religious beliefs?

24. Utilize the following curriculum design for developing a culturally plural curriculum for secondary school program.
- a. What was and are the political, sociological, economic, cultural and geographical nature of the people's native country?
 - b. What were the purposes and methods of employed relative to the people (Native Americans and Chicanos were here already--they should be discussed in this vein) coming to the United States?
 - c. What was the people's involvement and purposes in the following in the United States?
 1. Exploration
 2. Land ownership
 3. War
 4. Colonization
 5. Exploitation (slavery, broken treaties, neo-colonialism)
 6. Government-Politics
 7. Economics
 8. Imperialization
 9. Education
 10. Medicine, Math and Science (experimentation and inventions)
 11. Law
 12. Community and family
 13. Civil Rights
 14. Sports

Processing this design necessitates one to consider in detail the answers to the questions raised above so as to maximize one's ability to relate specific and adequate information for each Third World group's experience therein. This could require considerable research.

After one has researched the materials and conceptualized the answers to the questions, one should proceed to develop lessons and units (keeping in mind the role of the four Third World groups) that are experiential as well as conceptual in nature within the context of the following historical framework (emphasis on contributions should be at least equal to the noted experience of oppression):

1. Pre-European exploration
2. European exploration
3. European colonize and enslave other nations and their people
4. Western imperialization
5. Struggle for identity, emancipation and equality

When developed thoroughly, this design should cover an appropriate time period such as at least two semesters.

DEFINITION OF TERMS FOR MULTICULTURAL EDUCATION*

RACISM

Any attitude, action, or institutional pattern which functions to subordinate a person or group because of their color. It is the belief that race is the primary determinant of human traits and capacities and that racial differences produce the inherent superiority or inferiority of a particular race. The control of institutional power distinguishes racism from individual prejudice. All people in our society can hold prejudiced attitudes and beliefs. *Power + Racial Prejudice*

INSTITUTIONAL RACISM

The racial inequities created by institutions (e.g., education, housing, justice system, banking, etc.) which results in the subordination and oppression of minorities, whether it be intentional or the result of "business as usual." This kind of racism is often covert, subtle and originates in the operation of established and respected forces in the society and receives very little public condemnation. *Institutional Power + Racial Prejudice*

CULTURAL/ETHNIC RACISM

The use of power by a group to perpetuate its cultural heritage and to impose it on others, while simultaneously devaluing the culture of minority groups. *Power + Ethnocentrism*

SEXISM

The collection of attitudes, beliefs and behaviors which result from the assumption that one sex is superior. In the context of schools, the term refers to the collection of structure, policies, practices and activities that overtly prescribe the development of girls and boys and prepare them for traditional sex roles. *Power + Sex Bias*

HANDICAPISM

Attitudes and practices that lead to unequal and unjust treatment of people with disabilities. (Thought to be derived from time when people who were disabled had no choice but to beg in the streets, cap in hand.) *Power + Handicap Bias*

AGEISM

Any attitude, action, or institutional structure which subordinates a person or group because of age, or any assignment of roles in society on the basis of age. Ageism is usually practiced against older people, but it also is practiced against young people. Ageism can be individual, cultural, or institutional and it can be intentional or unintentional. *Power + Age Bias*

ELITISM

The idea that one group (usually an economic group) is better than another based on the value judgments of that group regarding its attributes and characteristics. Elitism involves the concepts of social superiority because of economic advancement and it incorporates the idea that one group in society is better able to govern and, therefore, should hold the political power. *Power + Class Bias (usually socioeconomic)*

RACE

The concept used by physical anthropologists to differentiate between the various human subgroups on the basis of their biological traits and characteristics.

ETHNICITY

A sense of peoplehood and commonality derived from kinship patterns, a shared historical past, common experiences, religious affiliations, language or linguistic commonalities, shared values, attitudes, perceptions, modes of expression and identity.

ETHNIC GROUP

A group of people, within a larger society, which has a common ancestry and history. All groups have both a racial identification and an ethnic identification. Black American, for example, are generally members of the Negroid race with African ethnicity.

ETHNIC MINORITY GROUP

An ethnic or racial group that has unique physical characteristics which make its members easily identifiable and, hence, often victim of discrimination.

ETHNIC IDENTITY

The personal dimension of ethnicity or how one identifies oneself. A person is an ethnic if he or she chooses to be called an ethnic.

ETHNOCENTRISM

The belief in the superiority of one's own ethnic group. The attitude that one's traditions, customs, language and values are the only way of doing things and that all others' ways (including language) are inadequate or wrong.

ACCULTURATION

The ability and capacity to retain one's own cultural heritage while successfully participating in another culture (usually that of mainstream society.) Cultural pluralism utilizes acculturation.

CULTURAL PLURALISM

A condition of society in which numerous distinct ethnic, religious, or cultural groups co-exist within one nation.

SEGREGATION

The separation of an entity or group of individuals based on some identifiable characteristic which is frequently physical. Racial segregation is the separation of people on the basis of their racial identification. In many instances, segregation is separation based on religious and socioeconomic factors.

DEJURE SEGREGATION

A separation of races enforced by law; the separation of people in social-political-educational contexts according to accepted "laws of the enforcing groups."

DEFACTO SEGREGATION

A separation of races which is not the result of law, but the result of common practice and prevailing circumstances such as poverty and neighborhood composition.

DESEGREGATION

A physical arrangement whereby persons of different racial-ethnic backgrounds work, learn and live in the same setting. It is the legal reversal of a historical-economic-social practice of separating groups of individuals from each other on the basis of identifiable characteristics such as race or ethnic identity. In another context, it is the abolition of racial separation in public schools, facilities and other institutions. Desegregation frequently occurs under coercion by court order or administrative-executive orders. In America, it is also thought of as a reversal of the "separate but equal" doctrine which was a basis for the assignment of pupils to public schools for many years.

INTEGRATION

A broader concept than desegregation, in that it involves the social acceptance as equals of persons who are racially-ethnically different. It is the social process of accepting and respecting the rights of individuals, regardless of race.

CULTURE

The commonality among individuals within any given group in (1) language, (2) diet, (3) constuming, (4) social patterns, and (5) ethnics, which makes them different from the larger society or world. Culture may be based on nationality, language group, social group, ethnicity, race or family membership. It is the integrated pattern of behavior that includes thought, speech, action and artifacts and depends on the human capacity for learning and transmitting knowledge to succeeding generations.

PREJUDICE/BIAS

An attitude which predisposes an individual to make either negative or positive judgments about persons, objects, concepts or groups prior to objective evaluations.

STEREOTYPE

An oversimplified perception in which individuals are ascribed certain traits, merely because of their membership in a specific ethnic group, race or sex. While there are positive stereotypes, the most frequent reference is to those reflecting undesirable characteristics.

DISCRIMINATION

The differential treatment of individuals considered to belong to a particular group. The denial of opportunity, privilege, role or reward on the basis of sex, race, ethnicity or any other basis regardless of whether that denial is prohibited by law. Prejudice is an attitude and discrimination is its behavioral component.

SOCIALIZATION

The process by which children and adults are prepared to occupy various roles. It is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes and skills to perform functions necessary for these roles. Socialization for young children is often deliberate and readily observable as children are being prepared to carry out a complex collection of economic, social, physical, political and psychological roles as adults. Most of adult socialization is subtle and unnoticed because it consists of continued reinforcement for already learned roles.

ASSIMILATION

The process whereby a group, such as an ethnic minority or immigrant group, gradually adopts the characteristics of another culture. In the U.S. this has meant the denial of one's ethnicity and/or culture and the adoption of dominant, white, middle-class standards, values, norms and behaviors.

- A. Educational equity is the major tenet underlying the development of multicultural education.
- B. The existence of pluralism in this country is recognized and enhanced through multicultural education.
- C. Multicultural education recognizes individual and cultural differences as they are reflected in learning, human relations, motivational incentives and communicative skills.
- D. In multicultural education all students are recognized as individuals different from one another, because of the interaction between their cultural background and societal and political factors.
- E. The sex, race, ethnicity, age, socioeconomic level, physical and mental capabilities and religion of student must be understood in order to develop an equitable educational environment.

EDUCATIONAL EQUITY

The elimination in educational institutions, programs and curricula of discrimination on the basis of race, sex or ethnicity, national origin and of those elements of stereotyping and socialization that prevent full and fair participation in educational programs. The elimination of stereotyping by sex, so that all men and women can choose freely among and benefit from opportunities in educational institutions and programs with limitations determined only by each individual's interests, aptitudes and abilities. Educational equity is the major tenet underlying the development of multicultural education.

MULTICULTURAL EDUCATION

A positive response to the recognition of the culturally pluralistic nature of society and the school population. It is an educational concept that, translated into curriculum and teachers' attitudes, recognizes, accepts and allows people from all ethnic and cultural groups to maintain and be proud of their cultural backgrounds. It is an educational concept that encourages students to recognize and value cultural differences and teachers to capitalize on the existence of diversity for enriching the teaching of their students. It is a concept that has implications for educational equity and the improvement of academic success for all children.

BILINGUAL EDUCATION

The offering of formal and informal instruction in two languages—one of which is the native language of the predominant ethnic group undergoing instruction. Both languages are emphasized equally and learners are encouraged to speak and write in both languages. The positive contribution of bilingual education is that learners develop the skill of expressing themselves in two languages rather than one. Most importantly, students are instructed in the language or vernacular most familiar to them. Bilingual education, therefore, is not foreign language instruction in two languages; it is instruction in the language of the student as well as instruction about the official language of the country. Countries such as Mexico, Canada, India and the USSR have traditionally used the bilingual format in their public schools.

*Source: Northwest Regional Educational Laboratory, Portland, Oregon

RATIONALE

While learner outcomes for some areas of the instructional program are not included in the guidelines, multi-cultural/ethnic concepts and philosophy should be infused throughout the educational program. Each area of the curriculum has a contribution to make to the cognitive and affective development of the individual within multi-cultural/ethnic education. All instructional staff can assist students in developing the interrelationships among self-concept and multi-cultural/ethnic identity, responsibility, individual autonomy, cultural/ethnic pride, and vocational competency.

EVERY CULTURE HAS:

- a system of communicating through
- ways of counting and computing
- a heritage, ways to resolve conflicts and regularize relationships, methods of production, consumption, distribution of goods and services, belief systems, and traditions
- ways of dealing with natural phenomena
- ways of dealing with illness, hygiene and and nutrition
- expressed itself through games and feats of strength and endurance
- ways of expressing beauty, experience, and meaning
- developed means of fulfilling basic needs, and protection from the environmental elements

Language arts (Oral and Written) through sound and form, recorded Reading, Foreign/Second Language, and/or oral lore Speech, Literature (Prose and Poetry)

Mathematics

Social Studies

Science

Health

Physical Education

Art, Music, Dance, Drama

Information regarding these cultural/ethnic concepts should be provided throughout every aspect of the school curriculum, utilizing a variety of instructional methods, including interdisciplinary approaches, and should reflect contemporary learning theories and research findings (i.e., cultural cognitive learning styles, multi-dialectism).

Exhibit 4

The following five approaches to multicultural education were developed by the Multicultural Inservice Training Project, MWREL, Portland, Oregon.

APPROACH I

EDUCATION OF THE CULTURALLY DIFFERENT/BENEVOLENT MULTICULTURALISM

OBJECTIVE: o TO EQUALIZE EDUCATIONAL OPPORTUNITIES
FOR CULTURALLY DIFFERENT STUDENTS

RATIONALE: o CONTINUING ACADEMIC FAILURE OF STUDENTS
FROM MINORITY GROUPS

 o REJECTION OF CULTURAL AND GENETIC
DEFICITS HYPOTHESIS REGARDING STUDENTS'
SCHOOL FAILURE

KEY ASSUMPTIONS:

- o DISCORDANCE BETWEEN HOME/SCHOOL FOR ETHNIC MINORITY STUDENTS
- o DISCORDANCE CAUSES LEARNING HANDICAPS
- o PUBLIC EDUCATION SHOULD PROVIDE EEO
- o CHANGE THE SCHOOLS, NOT THE STUDENTS

APPROACH II

EDUCATION ABOUT CULTURAL DIFFERENCES/CULTURAL UNDERSTANDING

OBJECTIVE: o TO TEACH STUDENTS TO VALUE CULTURAL DIFFERENCES, TO UNDERSTAND THE MEANING OF THE CULTURE CONCEPT, AND TO ACCEPT OTHERS' RIGHT TO BE DIFFERENT.

RATIONALE: o CONTINUING STRUGGLES OF ETHNIC GROUPS TO CONFIRM THEIR IDENTITIES

o BELIEF THAT SCHOOLS SHOULD BECOME MORE SENSITIVE TO DIFFERENCES

KEY ASSUMPTIONS:

- o AMERICA IS A CULTURALLY DIVERSE NATION
- o CULTURAL DIVERSITY IS A POSITIVE FORCE
- o SCHOOLS SHOULD BE ORIENTED TOWARD CULTURAL ENRICHMENT OF ALL STUDENTS

APPROACH III

EDUCATION FOR CULTURAL PLURALISM

OBJECTIVE: o TO PRESERVE AND EXTEND CULTURAL PLURALISM
IN AMERICAN SOCIETY

RATIONALE: o REJECTION BY ETHNIC MINORITIES OF FORCED
ACCULTURATION AND ASSIMILATION

o REJECTION OF "MELTING-POT" THEORY

KEY ASSUMPTIONS:

- o NEITHER ASSIMILATION NOR SEPARATISM ARE ACCEPTABLE
- o CULTURAL PLURALISM IS AN ANTIDOTE TO RACISM
- o MAINTENANCE OF CULTURAL DIVERSITY IS CRUCIAL TO
SURVIVAL OF DEMOCRACY
- o SCHOOLS SHOULD PRESERVE AND EXTEND CULTURAL PLURALISM

APPROACH IV

BICULTURAL EDUCATION

OBJECTIVE: o TO PRODUCE LEARNERS WHO HAVE COMPETENCIES
IN AND CAN OPERATE SUCCESSFULLY IN TWO
DIFFERENT CULTURES

RATIONALE: o REJECTION OF FORCED ASSIMILATION
o REJECTION OF MELTING-POT NOTION

KEY ASSUMPTIONS:

- o NATIVE LANGUAGE AND CULTURE OUGHT TO BE MAINTAINED
- o MAINSTREAM CULTURE SHOULD BE ACQUIRED AS SECOND
CULTURE
- o MAINSTREAM STUDENTS ALSO PROFIT FROM ACQUISITION
OF COMPETENCIES IN A SECOND CULTURE

APPROACH V

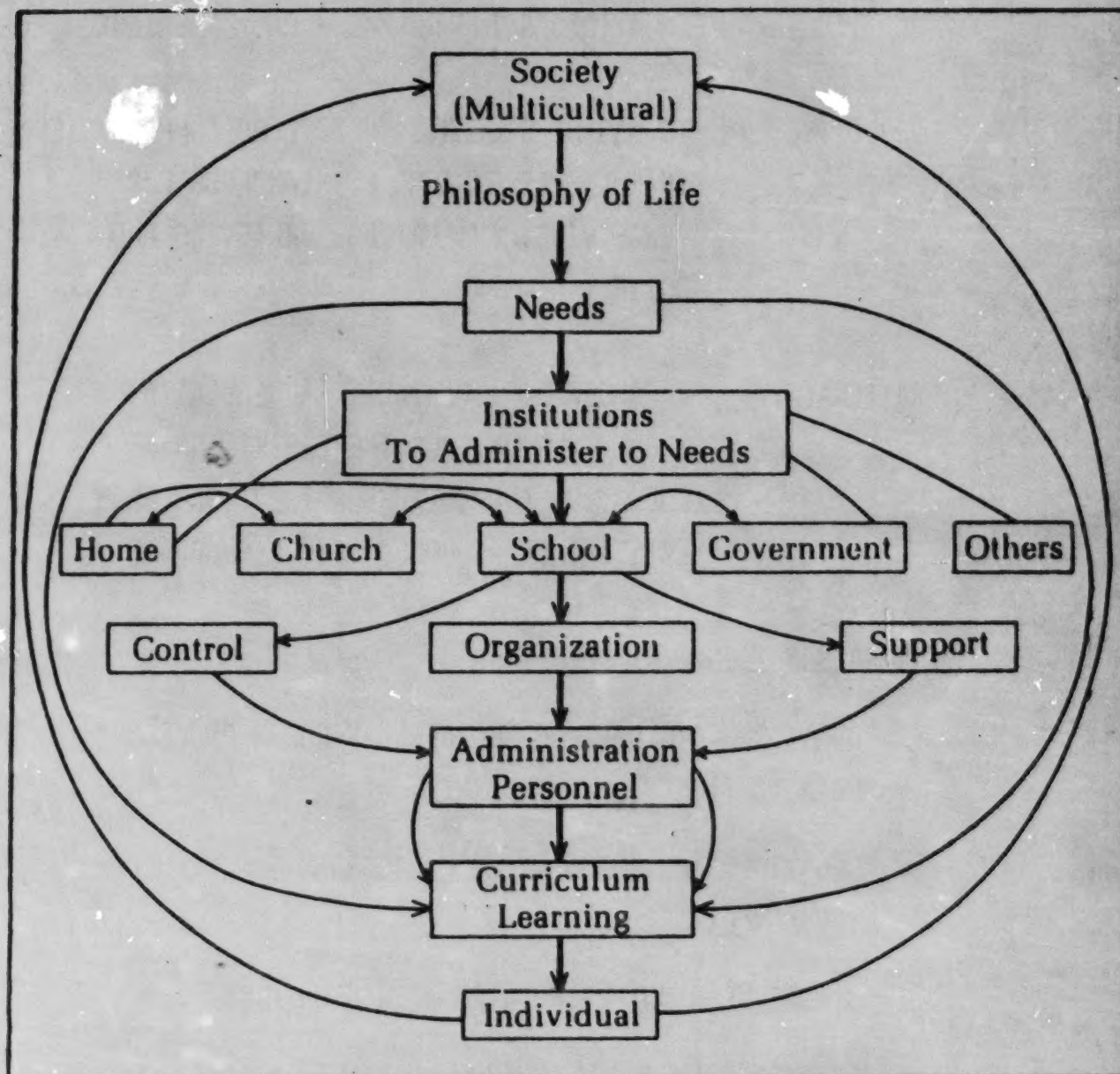
MULTICULTURAL EDUCATION AS THE NORMAL HUMAN EXPERIENCE

OBJECTIVE: o TO ASSIST STUDENTS TO DEVELOP COMPETENCIES
IN MULTIPLE SYSTEMS OF STANDARDS FOR
PERCEIVING, EVALUATING, BELIEVING AND
DOING

RATIONALE: o A CONCEPT OF MULTICULTURAL EDUCATION
SHOULD DERIVE FROM THE DEFINITION OF
EDUCATION AND CULTURE RATHER THAN FROM
EXISTING OR PROPOSED SCHOOL PROGRAMS

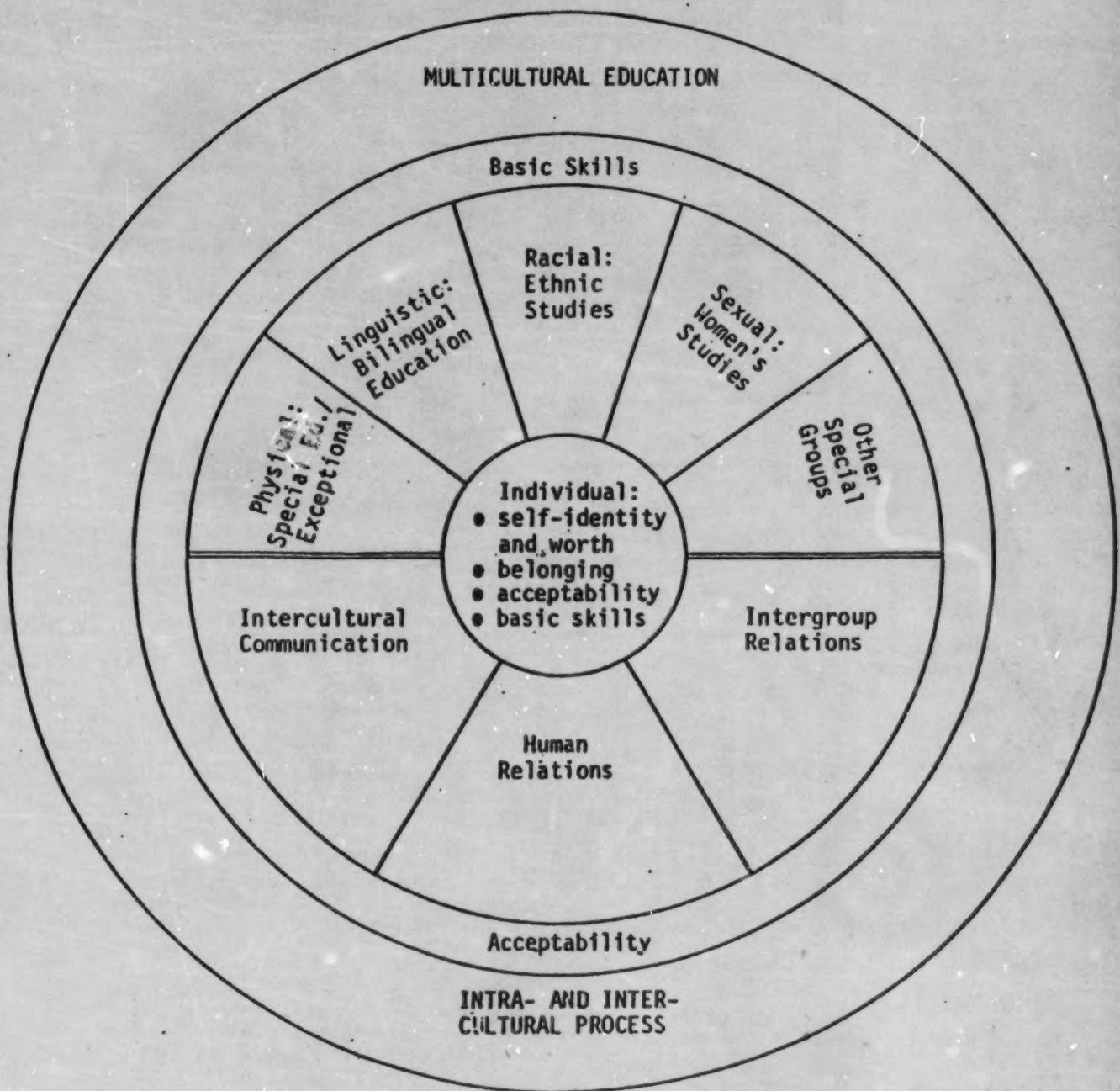
KEY ASSUMPTIONS:

- o EDUCATION IS A PART OF THE GENERAL HUMAN PROCESS OF
SOCIALIZATION
- o EDUCATION GOES BEYOND SCHOOL PROGRAMS TO INCLUDE
EVERYDAY EXPERIENCES
- o CULTURE NEED NOT BE EQUATED WITH ETHNICITY
- o COMPETENCE IN A NEW CULTURE REQUIRES INTERACTION
WITH MEMBERS OF THAT CULTURE



Primary Elements of School Systems
Showing Multicultural Interfacing

Educational Focus: Develops individual competencies in multiple systems for perceiving, evaluating, believing, and behaving.



Societal Outcomes:

- equality of opportunity (creating wide range of options)
- mutual understanding (cooperative planning)
- moral commitment (unity in diversity)

STUDYING CULTURE FROM AN INTERDISCIPLINARY PERSPECTIVE

Discipline or Curriculum Area	Key or Focus Question
Social Studies	In what ways are the cultures of ethnic groups such as Afro-Americans, Jewish Americans, and Mexican Americans similar and different? Why?
Reading and Literature	How does the fiction and other literary works by American ethnic authors reveal characteristics and components of their cultures?
Music	What does the music of an ethnic reveal about its values, symbols, and culture?
Drama	What do plays written by ethnic authors reveal about their cultures?
Physical Education	How do ethnic groups express their cultures, values, aspirations, and frustrations in their dances and creative movements?
Art	What does the art of an ethnic group reveal about its life-styles, perceptions, values, history, and culture?
Communication (Language Arts)	How does the language of an ethnic group express and reflect its values and culture? What can we learn about an ethnic group by studying its symbols and communications styles, both verbal and nonverbal?
Home Economics	What do ethnic foods reveal about an ethnic group's values and culture? What can we learn about an ethnic culture by studying its foods?
Science	How do the physical characteristics of an ethnic group influence its interactions with other groups, intragroup relationships, and its total culture?
Mathematics	What is the relationship between the number system used within a society and its culture? What do the symbol systems within a culture reveal about it? Historically, what contributions have different ethnic groups made to our number system?

From *Teaching Strategies for Ethnic Studies*, Second Edition, James A. Banks
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@BASIC TERMINOLOGY OF MULTICULTURAL EDUCATION@

Culture:

Culture is the commonality among individuals within any given group in

- @o@ Language
- @o@ Diet
- @o@ Costuming
- @o@ Social Patterns
- @o@ Ethics

Ethnic Group:

An ethnic group is a group of people identified by racial, national or cultural characteristics. Ethnic group membership is normally determined by birth.

Race:

Race is a somewhat suspect concept used to identify large groups of the human species who share a more or less distinctive combination of hereditary physical characteristics.

Ethnocentrism:

Ethnocentrism is the belief in the superiority of one's own ethnic group.

Assimilation:

Assimilation is the process whereby a group, such as an ethnic minority or immigrant group, gradually adopts the characteristics of another culture.

Cultural Pluralism:

Cultural pluralism is a condition of society in which numerous distinct ethnic, religious, or cultural groups co-exist within one nation.

Multicultural Education:

Multicultural Education is a structured process designed to foster understanding, acceptance, and constructive relations among people of many different cultures. Multicultural Education is a positive response to the recognition of the culturally pluralistic nature of society and the school population. It is an educational concept that, translated into curriculum and teachers' attitudes, recognizes, accepts, and allows people from all ethnic and cultural groups to maintain and be proud of their cultural backgrounds. It is an educational concept that encourages students to recognize and value cultural differences and encourages teachers to capitalize on the existence of diversity for enriching the teaching of their students. It is a concept that has implications for educational equity and the improvement of academic success for all children.

BEST COPY AVAILABLE

MULTIRACIAL/MULTICULTURAL EDUCATIONAL GUIDELINES

What Students Can Do

- Respect yourself
- Be proud of your own racial and cultural heritage
- Respect others and their heritage
- Explore your cultural heritage with your family
- Share your cultural heritage with your friends
- Analyze your text, films, media for unjust treatment of racial and cultural groups
- Read biographies of Black, Spanish-speaking, Asian, and Native Americans
- Read the writings of a diverse multiracial/multicultural group of writers for independent projects
- Incorporate multiracial/multicultural material in your own school work and research
- Help put an end to name-calling and racial and ethnic joke-telling
- Help put an end to stereotyping as a way of judging people

What Teachers, Media Specialist, and Administrators Can Do

- Respect yourself
- Affirm your own racial and cultural heritage
- Respect others and their heritage
- Provide classroom experiences of other races and cultures
- Use classroom exercises for developing cultural awareness
- Analyze your textbooks, films and media for unjust treatment of racial and cultural groups and deal responsibly with these in your lesson planning
- Sensitize yourself to respond creatively to situations in your school that have racial overtones
- Attend workshops on Multicultural Awareness
- Incorporate multiracial/multicultural material in your own school work and research
- Write letters to text book companies expressing your desire for just treatment of all racial and cultural groups
- Help secure a racially and culturally diverse collection of periodicals and publications for your school library

A SCHOOL WHICH DEALS JUSTLY WITH ALL CULTURES AND RACES

- IS committed to multiracial/multicultural education
- AFFIRMS all cultures and races
- IS tolerant of behavioral differences due to cultural backgrounds
- ENCOURAGES pride in one's self and one's cultural or racial group
- SERVES the needs and aspirations of all cultural and racial groups
- GIVES students practical opportunities in express celebrate and maintain cultural and racial differences
- DOES not use standardized tests for tracking
- DOES not impose absolutes in relation to dress codes, vocational goals, and life styles
- DISTRIBUTES resources, power, and prestige equitably among its cultural and social groups
- HAS a staff that is multiracial-multicultural even if the community is not
- HAS persons of different races and cultures in positions of power
- HAS a minimum of courses requiring prerequisites
- HAS a curriculum that includes the historical, cultural, and intellectual contributions of Native Americans, Blacks, Asian-Americans, Spanish-speaking people, etc
- HAS course related to the needs of all students

PHILOSOPHY OF MULTICULTURAL EDUCATION

Grant (1979) defines multicultural education as:

What It Isn't

Taught only from a holiday perspective

Highlighting only heroes from various groups

Taught in one room at a certain time of day as a separate subject

Only a food tasting party or a festival or learning a few words of another language

Only teaching folk dances, cultural music or art

Taught only from an international perspective

Multiethnic education which tends to focus mainly on race

For minority groups only, and about minority groups only

Utilized only when minority groups are present in the school

Completely eliminating the curriculum in place

What It Is

Holidays are included as part of the curriculum

Teaching about sung and unsung people from various groups

Integrated throughout the curriculum every hour, every day

Food tasting, festival and learning words from another language are part of a longer lesson

Folk dances, cultural music and art are included as part of a longer lesson

Teaching about racial and cultural groups within the U.S. and variations within those groups first, then teach from an international perspective

Ageism, handicappism, classism, sexism, and racism

For all groups and about all groups

For all students regardless of presence of any particular ethnic group

Changing the approach of a monocultural curriculum to a multicultural curriculum

It is changing the total approach to whatever we teach

It is also apparent throughout the school through staffing, home and school communication, and visual messages.

Grant, Gloria, "Multicultural Education Definition" Unpublished Paper, Madison, Wisconsin: University of Wisconsin, 1979.

Multicultural Education

- emphasizes cultural pluralism rather than melting away of differences.
- produces awareness, understanding, and appreciation of the customs and contributions of all groups regardless of age, sex, race, handicapping condition, class, religion, or national origin.
- helps all children and youth to live together comfortably.
- is an attitude or philosophy that influences teaching-learning process in all classrooms.
- recognizes individual differences in the teaching-learning process.
- creates self esteem for all children and youth.

Multicultural Education student concepts, attitudes, and performances include:

Concepts

All individuals are unique.

The dignity and worth of each individual is a basic concept of our democracy.

All cultures contribute to the growth of our country.

Opportunities exist for each person to make choices regardless of age, sex, race, handicapping condition, class, religion, or national origin.

The American culture is a pluralistic diversified culture.

Each of us has the responsibility to preserve, contribute, and ensure the continuance of the pluralistic society in which individuals can grow.

All individuals share the same human needs.

Attitudes

Respect for other individuals.

Tolerance for other attitudes, ideas, and behavior.

Acceptance of their own strengths and weaknesses.

Performance -- The student will:

Demonstrate his understanding of other cultures through participation and discussion.

Develop criteria for acceptable student behavior and develop responsibility for implementation.

Create display materials that explore various career possibilities.

Multicultural Education Methodolgy includes both direct and indirect methods.

Indirect Method

Teacher talk

intonation -- body language
positive acceptance
labeling students
explanations
sexst or racist language

Task Assignment

Textbook materials
Teacher behavior
Classroom management
Classroom environment --
displays, maps

Evaluation and grading techniques
Students

Direct Instruction

Listening and Speaking -- Oral language

Questions
Sharing
Discussions
Role playing
Listening centers
Recording
Storytelling
Interviewing
Class meetings

Speeches -- talks
Games
Teacher reading aloud
Following directions
Creative drama
Brainstorming
Choric speaking
Rap sessions
Glaser circle

Reading

Reporting and sharing
Open reading -- learning
centers, corners
RIF (Reading is Fundamental)
Reader theater
Assigned reading

Research -- related materials
USSR (uninterrupted sustained
silent reading)
Response after reading
compare retell
analysis evaluate

Writing

Stories
Poetry
Personal writing
journals, biographies
Prepare lists
Clustering
Dialogue (conversations)
Rewriting stories
Word study
history of language
slang, dictionary

Expository Writing
paragraphs, articles, essays
explanation
Story endings
Guided composition
Letters
Copying
Transcribing language
Myths, fables, Pourguoi
Writing children's books

Language

Dialect
Grammatical features
Standard language
Borrowed words
English in the world

Pronunciation
Vocabulary
School language
Other languages
Idiomc

Exhibit 9

Literature

Poetry
Ethnic groups
Response
Stereotypes

Variety

short stories, fiction, fairy
tales, myths, etc.

WE ARE PEOPLE

We are people, you and I,
Like the people passing by.
We're alike, but different too,
I am I, and you are you.

We are all one family,
Light or dark, as it may be
All are equal on this earth
When we measure human worth

All of us have eyes to see,
I see you and you see me,
All of us have hands to feel,
Mine can tell that you are real

All of us have feet that go,
Footprints in the sand will show
Each is different, each our own,
By our footprints we are known.

We all laugh when we feel gay,
Each one laughing his own way,
Some laugh low and some laugh high,
Some as if they're going to cry.

We all eat, but some might not
Like the taste of apricot.
Should we taste an oyster stew
I might like it more than you

We all think, but separately,
And we needn't all agree,
We all listen, speak, compare,
All have different thoughts to share.

Different, different, yet the same:
When we want to play a game
We must all accept the rules
Though we come from different schools.

We are people, you and I,
Like the people passing by,
Same but different, different/same,
My name's _____*, What's YOUR name?

*Please say your own name.

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CHAPTER 11

Multiethnic Education in Moncultural Schools*
Gary R. Howard

INTRODUCTION

Today, perhaps more than ever before, we as Americans are realizing how vast and volatile are our national and global differences in culture, political, and religious commitments. Indeed, our survival as a nation and as a world depends more on our ability to deal positively with these human differences than on any other single factor. Given this awareness, what are we doing in our schools to help students become effective participants in a pluralistic world culture? Are we nurturing in them the knowledge and skills which will be necessary to bridge the chasms of ideology and emotion that separate the inhabitants of the planet and threaten our existence?

Learning to understand and deal positively with human differences is a theme which underlies multiethnic education programs across the nation. Few would argue that such a theme is an essential element of any comprehensive educational program. Yet this central thrust of multiethnic education has not been made available to the vast majority of students in our nation's schools, namely, those who attend schools serving predominantly White student population.

The Ethnic Heritage Studies Act and other legal mandates and guidelines have had significant impact on large urban and racially mixed school districts, but have been essentially ignored on the rural, suburban, and other predominantly White school systems. There has been very little political pressure or economic incentive directing these schools to deal with ethnic diversity. Consequently, few programs have evolved. But where is the need greater? As Miel and Kiester have pointed out in their insightful study of culturally encapsulated White schools:

In another period of history this sort of self-segregation might not have mattered. But today Americans cannot afford to shut themselves off from human differences, for these differences are precisely what the chief problems of our time are about.¹

*The program discussed in this chapter has been developed as Project REACH (Rural Education and Cultural Heritage) in the Arlington School District, Arlington, Washington, under ESEA Title IV, Part C, funding.

EDUCATION FOR DIVERSITY

It was this perspective that led us to design and implement a demonstration multiethnic education program in our relatively isolated and monoethnic school system in rural Washington State. With our student population 97 percent White and our professional staff 99 percent White, we felt we could make as good a case for cultural encapsulation as any other school system in the country. Given a 20 percent national and 80 percent global population that is non-White, we felt impelled to offer our students an educational experience which would prepare them for the realities of a pluralistic world. We simply could no longer afford to perpetuate an Anglo-centric perspective on U.S. and world history, and an Anglo-dominated notion of what it means to be a human being in the twentieth century.

Of course, this commitment to provide our students with multiethnic education was much easier to espouse than to implement. To realize our goal would require fundamental and far-reaching curricular changes. Furthermore, we would have to begin by laying the chief cornerstone of any effective change in curriculum--a sound professional retraining program.

THE REEDUCATION OF WHITE PROFESSIONALS

When we began to approach a multiethnic program in our monoethnic community, we had to first realize that most of the people on our professional staff, as well as in the community, had very little knowledge or personal experience with the history or culture of non-White ethnic groups. Some teachers had never engaged in a single relationship with a Black, Asian, Hispanic, or Native American person. We became aware that the students and teachers in some of our most affluent suburbs, as well as those in relatively isolated rural areas, are culturally deprived in the truest meaning of the term. They are unknowingly (or sometimes perhaps intentionally) denied access to the rich matrix of cultural and ethnic diversity which forms one of the greatest strengths of our nation.

The role of multiethnic education in Anglo-centric schools is to open up and broaden the world view of the participants in these schools, to enable students and professionals to become aware of just how unrepresentative and atypical their social reality is, and to encourage them to become actively engaged in learning about and learning from the many different cultural heritages that make up America. As Aragon has pointed out:

We can't teach within a nation where cultural differences are extant if we don't know what the cultural differences are. Therein lies our dilemma. We can't teach what we don't know.²

Any attempt to reeducate White professionals for multiethnic education must proceed in a sensitive and gradual manner, with the trainers aware of the attitudinal and experiential background of the participants. From the perspective of Bank's typology of stages in the development of ethnic identity, most White Americans are extremely ethnocentric and encapsulated in a notion of the inherent superiority of the dominant White perspective

on reality.³ In the early phases of our training program, for example, one workshop participant commented that she wished we had more "minority" students in our school so we could use our newly gained knowledge to help them. In the course of discussion I reminded her that our entire program was designed to help us, not them. We as White people have too long denied ourselves an accurate understanding and a truthful perception of non-White peoples. Non-White ethnic groups may benefit from the increased awareness gained by Whites, but the primary beneficiaries of multiethnic education in the suburban and rural schools are the Whites themselves.

In the Arlington project we have found that teachers and administrators can move a long way in gaining a new multiethnic awareness if they are approached in a reasonable manner. We have found that it is not helpful to expend energy convincing teachers, administrators, parents, and students that they are White racists. Rather, we have adopted a nonconfrontive training process which provides valid, accurate information on the stereotypes, omissions, and distortions which are obvious in our Anglo-centric misdealings with the history and culture of all non-White peoples. Once exposed to this type of information, most clear-thinking people cannot help but perceive in their own terms the reality of racism. We have conceptualized our training program as a subtle, gradual attack on White ethnocentrism, a sensitive sabotage of our cultural isolation.

The training program itself proceeds in a series of three two-day workshops. Extensive utilization of non-White trainers allows cultural groups to "tell their own story" themselves rather than to be interpreted through White mouthpieces, which has often been the case in the past. The process of White reeducation follows a three-phase model suggested by Grant and Melnich: Awareness, Appreciation, and Affirmation.⁴ The Awareness phase involves self-awareness, human relations skills, and awareness of the role of racism in American society. The Appreciation phase emphasizes the transmittal of a vast amount of information and diverse non-White ethnic groups from a multidisciplinary perspective including historical, psychological, sociological, political, biological, linguistic, economic, and anthropological insights. The final phase of training, or Affirmation, engages educators in the actual work of developing a multiethnic curriculum for their particular school setting.

MULTIETHNIC CURRICULUM FOR MONOETHNIC SCHOOLS

The bottom line for any curriculum development program is its actual application in terms of activities and outcomes for students. Through our own trials and experimentation we have evolved a multiethnic/multicultural curriculum process that meets the needs of our predominantly White school setting. The process, which appears schematically in Figure 1, process in four chronological phases:

1. Human Relations Skills. Any multiethnic program, whether in all-White schools, or in racially mixed schools, must begin with a strong emphasis on self-awareness, self-affirmation, and training

in basic human relations skills. The goal of this phase is to create a supportive and trusting classroom atmosphere in which individual differences are acknowledged, shared, and valued.

2. Cultural/Ethnic Self-Awareness. In predominantly White schools it is normal for most students to feel a lack of cultural or ethnic identity. Therefore, before White students begin to study the history and culture of non-White ethnic groups, they must gain a practical understanding of the meaning of "culture" in their own lives. They must realize that culture is something everybody has. For this reason, we spend two months at the beginning of the school year guiding each eighth grade students in our American history classes in an exploration of his/her cultural background. Students construct a family tree, interview parents and nearby relatives, write letters to more distant relatives, and gradually piece together the story of their own cultural evolution. In this way the study of history becomes real for them and the concept of culture is appropriated in a personally meaningful way. Of course, we cannot force students to delve into their own family background, so they have the option of researching the culture and history of their hometown region, which ultimately meets the same objectives.

The culmination of this Cultural Self-Awareness phase is a Cultural Fair at which each student presents a visual display describing some aspect of his or her cultural story. Examples of project titles include German Foods and Recipes, Customs of Norwegian Christmas, Three Generations of Fur Trappers, Dairy Farming in Arlington, Irish Culture, Old Objectives in My Family's Past, Logging Now and Then, and My Ancestor, Daniel Boone. The process of planning, creating, and displaying a cultural fair project fosters an appreciation and awareness of each student's cultural roots. It also provides an experiential insight into the great diversity of ethnic and cultural elements which exists, even in our "monoethnic" community. In addition, the fair allows for a positive expression on the part of those few students who do represent more diverse ethnic backgrounds, exemplified by project titles such as Spanish Fiesta, Japanese Culture in My Background, Judaism, The Trail of Tears, and Arts and Crafts of the Blackfoot Indians.

The Cultural Fair has become the highlight of our fall program, and broad community support and involvement have been generated over the past two years. It is a celebration of the history and culture of our community. Many families cooperate with their sons and daughters in the projects, and vast amounts of family folklore which might otherwise have been lost are discovered, renewed, and shared. We find it much easier to talk with our students about "culture" and "diversity" after the fair than before.

3. Multicultural/Multiethnic Awareness. The cultural fair process sets the stage for the next phase of the curriculum, the study of

history and culture from the point of view of America's non-White ethnic groups. This phase requires a fundamental curricular shift away from an Anglo-centric perspective and toward a multiethnic approach to classroom content.⁵ Rather than viewing events and concepts from a single point of view that of Anglo-European ethnic groups in America, the entire curriculum is permeated with diverse ethnic perspectives.

For example, in our study of "Westward Expansion," we contrast the notion of the "Winning of the West," as viewed by the White settlers, with that of the "Losing of the West," as viewed by the Native Americans. We balance our study of constitutional ideals and philosophy with a look at the system of Jim Crow laws which existed for years in direct contradiction to constitutional principles. Our study of World War II includes an analysis of the forced removal of Japanese-American farmworkers and their perspective on the lettuce and grape boycotts is an integral part of our classroom approach to the growth of modern agriculture.

This multiethnic content is integrated into the classroom through the use of the Project REACH Ethnic Perspective Series, a set of student booklets presenting American history from the point of view of non-White groups. Written with extensive input from non-White consultants, these booklets have proven to be stimulating reading material for secondary students. The goal of this phase of the REACH curriculum is that each student will be able to understand, to articulate, and it is hoped, to appreciate diverse ethnic perspectives on current and historical events.

4. Cross-Cultural Experience. To realize the goals of multiethnic education in predominantly White schools, the students themselves must be able to engage in significant person-to-person contact with people of different ethnic communities. In our program we have been able to provide this in a number of ways:

Guest Speakers. Our students have enjoyed the presence of Black, Asian, Native American, and Mexican-American speakers in their classrooms. The mere fact that the students have an opportunity to interact with a sensitive and articulate adult from a non-White ethnic group helps replace a myriad of stereotypes with more accurate perceptions.

One-Day Field Trips. We have taken our students to Mexican-American celebrations of Cinco de Mayo, on walking tours of Chinese- and Japanese-American communities, to Indian reservations to meet with tribal leaders and Indian students, and to Black theater productions at a nearby university.

Both careful and sensitive planning, involving the guidance of key people in the ethnic communities, and adequate advance preparation of students are imperative for these field trips.

Extended Field Trips. We have begun a tradition in our middle school of taking 15 to 20 students each year on a three-day field trip to a relatively isolated Indian village in the northwest corner of our state. In this way student gain the experience of being in the minority themselves, and of practicing the skills they have learned in the program for communicating effectively across possible ethnic barriers. Once again, meticulous planning and student preparation are crucial in making this an extremely effective learning experience.

Student Exchanges. Our experience has taught us that no single activity is more effective in creating positive attitudes than having our White students spend time getting to know young people of their own age, who represent diverse non-White ethnic groups. To provide this experience we have developed an exchange relationship with an urban middle school with a 60 percent Black and Asian-American student population. Our teachers selected 30 students who they felt would contribute significantly to an exchange experience, and we took them to our "sister school" for a full day of attending classes and being hosted by a Black or Asian-American student sponsor. Although the students approached the experience with fear and trepidation, they returned enthusiastic about continuing the cultural interchange. The other half of the exchange was completed by having the urban students visit us. It is hoped that the relationship between our two schools be institutionalized as a regular practice in the years to come. In this way we will continue to chisel away at the shell of our cultural encapsulation.

The entire curriculum model diagrammed in Figure 1 is conceptualized as continuous throughout the K-12 program. Students at each grade level can have significant learning experiences related to reach of the four phases. Program reform will ultimately entail a complete integration of multiethnic content into as many aspects of the curriculum as possible. Because we want more than the mere addition of a few ethnic fringes to our dominant Anglo-centric curriculum, we are certain the process will take several years to implement fully. Our current developmental program has focused primarily at the middle school level, but our overall professional training and curriculum development effort is K-12 in scope.

PROBLEMS, OBSTACLES, AND CAUTIONS

Although we are optimistic about the progress of Project REACH over the past two years, we do not want to be Pollyannas in our assessment of its overall impact. As anyone involved in multiethnic education knows, the problem of White racism is deeply rooted in American society, both

institutionally and personally. Our best hope is for steady, gradual change, not instant panaceas. Some of the problems we have encountered include the following:

1. Steady Resistance. A few students in our program have actively or passively resisted the information in the ethnic perspectives booklets or the participation in cross-cultural activities. In some cases we have been able to transform this resistance into positive discussion and growth, but in other instances it has been a holding operation at best.
2. Parent Resistance. We have had very little direct opposition, but occasionally parents will refuse permission for their child to take part in a field trip to a non-White community. In one case a parent was critical that multiethnic education was depriving his daughter of time spent in "basic education." For the most part, parents have seen the need for our program and actively supported each phase of the activities.
3. Teacher Resistance. Whithout exception, teachers who have participated in our training workshops have been positive and often enthusiastically active in their support of multiethnic education. In some cases, however, their support has been hampered by a sense of inadequacy or powerlessness to do anything meaningful in overcoming our legacy of racism. They have to be encourage to take some small beginning steps toward changing their own curriculum and teaching style. Other teachers, not involved in the training program, have occasionally viewed our efforts with suspicion, lack of understanding, or perhaps as a threat to their own values.
4. Anglo-Dominance. A caution we must always keep in mind is that the multiethnic content in our curriculum is being delivered, for the most part, by Anglo teachers. There is a constant possibility of our falling into distortions, misappropriations, or lack of sensitivity to the actual experiences of non-White peoples. This reality necessitates our inviting frequent review and critical comment from non-White ethnic consultants.
5. Ethnic Exploitation. There is a real danger of exploiting the few non-White ethnic individuals who live in a predominantly Anglo community. Teachers are sometimes tempted to use these students as examples or to make assumptions about a child's ethnic identity and self-awareness. Sometimes these non-White students will initially want to deemphasize or even deny their differences for survival purposes in a predominantly White environment. Thus far, all our non-White student participants have taken significant steps toward more pride and awareness of their cultural background, but this has been achieved through allowing them to grow at their own pace.

6. Cautious Progress. Multiethnic education is inherently threatening to any predominately White school and community setting. It is a process which calls into question many of the basic assumptions and perceptions of Anglo America. For such a program to be successful, this element of threat must be acknowledged and dealt with sensitively. The professionals directing the multiethnic reform cannot be so confrontive as to run roughshod over the community's feelings, nor so passive as to avoid dealing with the realities of our history and racism. We have found that the best approach is to emphasize the positive outcomes for students through the cultural self-awareness and cross-cultural experiences. Although at time we feel we may be moving to cautiously and too slowly, our goal is to bring the community members along with us, rather than to leave them (and the programs as well) in the dust.
7. Dissemination. One final concern is how to convince other predominantly White school districts to take on the multiethnic challenge. What is the incentive for them? How can the need be demonstrated? With all the multivaried demands made on educators today, how do we make a case for including multiethnic education in the "basic skills" program? How do we get in touch with and support those educators who want to move their predominantly White schools in a multiethnic direction?

CONCLUSION

The underlying goal of the Arlington experiment in multiethnic education has been to demonstrate the feasibility of developing a multiethnic program in a relatively monoethnic community. Although dedicated educators have been working for years to create effective multiethnic programs in urban areas with large concentrations of non-White ethnic students, the schools serving predominantly White student populations have for the most part failed to take their share of the responsibility. The students in these communities have an equal need and right to be provided with the knowledge, the skills, and the attitudes necessary for living effectively within a culturally pluralistic society. Our intention has been to achieve in our predominantly White school what the ASCD has determined to be "the essential goals of multiethnic education," namely:

1. Recognizing and prizing diversity,
2. Developing greater understanding of other cultural patterns,
3. Respecting individuals of all cultures, and
4. Developing positive and productive interaction among people and among experiences of diverse cultural groups.⁶

We are aware that we still have much to learn about how to implement such a program most effectively, but we have come far enough down the road to know that it can be done, and to invite other predominantly White schools to join us in the journey.

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3. James A. Banks, "The Emerging Stages of Ethnicity: Implications for staff Development," Educational Leadership 34 (December, 1973): 190-93.
4. Carl A. Grant and Susan Melnich, "Education That is Multicultural: A Model for Implementation Through Inservice Education," in Curriculum Development and Inservice Education eds. Roy Edelfelt and E. Brooks Smith (Washington, D.C.: Association of Teacher Educators, 1976).
5. For an excellent analysis and schematic representation of stages in the development of multiethnic curriculum see chapter 10 in this book by James A. Banks.
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The Multicultural Education QAT
Quick Assessment Test

The MCE/QAT (or QAT) is an abbreviated instrument for administrators, staff, parents, community members and/or students who want to take a "snapshot" of how their district is doing in multicultural education. The QAT reflects and records an individual's perception of a school district's efforts in ten programmatic areas related to multicultural education.

Please use the QAT scoring sheet on the back.

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July, 1983

INTRODUCTION

Multicultural education is becoming a more important part of Washington State's education system. Because of the increasing numbers of ethnic minority students, their corresponding growth in increasing enrollment in more districts, and the heightened interest by the majority community in their own heritages, many districts are being required to respond to meeting multicultural education needs in and beyond the classroom.

It is important to realize that multicultural education is more than just including culture and cultural materials in the classroom. Multicultural education includes a wide range of activities. Before identifying the components which multicultural education embraces, some definitions of multicultural education are reviewed.

The National Council for Accreditation of Teacher Education (NCATE, 1977) defined multicultural education as:

"... preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. . . Multicultural education could include but not be limited to experiences which a) promote analytical and evaluative abilities to confront issues such as participating democracy, racism and sexism, and the purity of power; b) develop skills for values clarification including the study of the manifest and latent transmission of values; c) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and d) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies."

In Multicultural Education Through Competency-Based Teacher Education (Hunter, 1977), it is defined as:

"... education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural diversity as a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism."

The Washington State Board of Education, in 1981, adopted a policy of multicultural education which, in part, reads:

Multicultural education is an interdisciplinary process rather than a single program or a series of activities. The concepts embraced by cultural pluralism, ethnic and intercultural studies and inter-group relations are included in this process.

In order to operationalize these definitions articulate, it is essential that the district's entire educational system reflects a commitment toward becoming multicultural. Thusly, in determining the district's effort in multicultural education, ten program areas must be assessed. These are:

- | | |
|------------------|-----------------------------|
| o policy-making | o materials |
| o administration | o curriculum |
| o staffing | o extracurricular materials |
| o programs | o parent/community liaison |
| o staff training | o academic achievement |

How to Complete the Multicultural Education Quick Assessment Test (MCE/QAT)

The **MCE/QAT** is an abbreviated instrument for administrators, staff, parents, community members and/or students who want to take a "snapshot" of how their district is doing in multicultural education. The **QAT** reflects and records an individual's perception of what the district is doing in multicultural education.

The **QAT** lists the ten areas of a school district's operations or program areas (listed above) relevant to the multicultural education and asks you to assess how the district is doing in each of those areas based on a zero to four point rating scale. Each point on the scale is delineated with a short description. You are to choose that rating which you feel best describes your district from your individual perspective.

Attached to the area assessment is a **MCE/QAT** scoring sheet. Circle the number for each area, add up all the points and convert the score to a grading level, as noted on the **QAT** scoring sheet.

Completing the **QAT** will provide an overall picture of how your school district is faring in the implementation of multicultural education. Hopefully, it also moves you away from the notion that multicultural education is simply introducing children to cultural content in the classroom.

For a more comprehensive assessment of how the school district is doing in multicultural education, districts are encouraged to use:

Evaluating the School for Multicultural Education A Handbook (Olympia: SPI, 1982)

This book includes more extensive needs assessment instruments for administrators, community members, staff and students and other information on how to interpret the data for designing and implementing an effective multicultural education program.

For further information, contact:

A. Barretto Ogilvie
Office for Multicultural/Equity Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-2560 or SCAN 234-2560

The Multicultural Education QAT
Evaluation Areas and Rating Scales

Instructions: For each of the following multicultural education areas, rate your school district by selecting the description which best fits where your school district is at. Circle the appropriate rating scale on the Multicultural Education QAT Scoring Sheet.

I. SCHOOL POLICY ON MULTICULTURAL EDUCATION

- 0 There is no district policy on multicultural education.
- 1 A multicultural education policy has been proposed but has been given only token response by the school board.
- 2 A multicultural education policy has been discussed but no formal action has been taken by the school board.
- 3 The school board has adopted a multicultural education policy but it is only on paper and only nominal action is taking place.
- 4 The school board has adopted a multicultural education policy and the district is implementing this policy.

II. LOCAL SCHOOL DISTRICT ADMINISTRATION AND MULTICULTURAL EDUCATION

- 0 The administration is ignoring multicultural education.
- 1 There is occasional mention of multicultural education by some administrators but little is being done.
- 2 The administration is taking action on multicultural education but does this with mixed feelings.
- 3 Multicultural education is taking place throughout the district with administration approval but it offers only minimal support.
- 4 The district administration advocates multicultural education and is implementing it actively.

III. LOCAL SCHOOL DISTRICT STAFF AND MULTICULTURAL EDUCATION

- 0 Staff are neither aware nor active in implementing multicultural education.
- 1 Some staff awareness and some staff activity in multicultural education is present but this support is sporadic and barely visible.
- 2 Staff is being trained and multicultural education is increasing.

- 3 Ethnic representation by staff is lacking but the staff is implementing multicultural education, or

There is adequate ethnic representation on staff but there needs to be increased commitment and activity in multicultural education.
- 4 The staff is ethnically represented at all employment levels and is implementing multicultural education actively.

IV. MULTICULTURAL EDUCATION PROGRAMS*

- 0 There are no multicultural education programs in the district.
- 1 The district has considered the development and implementation of multicultural education but action is still lacking.
- 2 There are a small number of multicultural education programs in the district but they fall short of meeting the multicultural education needs in the district.
- 3 There are a number of multicultural education programs in the district but there are some multicultural education needs in the district which need further attention.
- 4 A variety of multicultural education programs are being implemented successfully and coordinated to meet the variety of multicultural education needs in the district.

(*A list of these programs should be listed on the back of the scoring sheet.)

V. STAFF TRAINING FOR MULTICULTURAL EDUCATION

- 0 There is no staff development program involving multicultural education.
- 1 If staff members participate in multicultural education training, it is done at their own initiative, on their own time and money, and, at most, on a once-a-year basis.
- 2 The district offers multicultural education inservice training on an occasional basis.
- 3 A number of multicultural education training programs are implemented but this is due to staff effort rather than as a result of district policy and action.
- 4 A systematic and district-wide staff training effort in multicultural education is being conducted to ensure that student multicultural education needs are being met.

VI. MULTICULTURAL EDUCATION MATERIALS

- 0 There are no multicultural education materials in the school system and no district policy for review of materials for sex free bias.
- 1 There are a few multicultural education materials, but they are used infrequently and/or there has been some activity in reviewing textbooks for race and sex bias.
- 2 There are multicultural education materials in the district but use is not as good as it could be and/or there is some but not much serious activity in the area of reviewing textbooks for sex and race bias.
- 3 The district has already taken and is taking steps in purchasing and using multicultural education materials and in reviewing textbooks for race and sex bias but has a "way to go" in either or both areas.
- 4 District staff is actively identifying, purchasing and using multicultural education materials and there is an on-going program for reviewing textbooks for race and sex bias.

VII. MULTICULTURAL EDUCATION IN THE CURRICULUM

- 0 There is no evidence of multicultural education in the existing curriculum.
- 1 Multicultural education is relatively non-existent in the curriculum but there is slight evidence of change in a positive direction.
- 2 Multicultural education is becoming increasingly more visible in the district's curriculum but much more effort is required.
- 3 Multicultural education is visible in most curriculum areas but there are some areas in which it is lacking and improvement needs to be made.
- 4 Multicultural education permeates the entire curriculum adequately and fairly.

VIII. MULTICULTURAL EDUCATION AND EXTRACURRICULAR ACTIVITIES

- 0 There is a total lack of multicultural education and/or ethnic participation in the district's extracurricular activity areas.
- 1 The district is aware of multicultural education deficiencies and/or lack of ethnic participation in their extracurricular programs but the district has not really acted upon the concerns.
- 2 Even though the district has a long way to go, it is taking steps to ensure multicultural education and ethnic minority student participation in its extracurricular programs.

- 3 Multicultural education and/or ethnic participation in the district's extracurricular programs are commendable but there are deficiencies which need to be remedied.
- 4 Multicultural education is obviously an integral part of the district's extracurricular programs and minority student participation is adequately and fairly represented.

IX. PARENT/COMMUNITY-SCHOOL LIAISON

- 0 There is infrequent parent/community-school communication or interaction in this district.
- 1 Interaction between school administration and parent/community groups occurs only when a crisis has to be resolved.
- 2 There is some interaction between school administration and parent/community groups but it occurs with administration resistance or reluctance.
- 3 The level of interaction between school administration and parent/community groups is good but improvements need to be made.
- 4 Administrators, at both the central office and building levels, are open to parent/community input into their decision-making and there is generally a positive working relationship taking place.

X. ETHNIC MINORITY STUDENTS AND ACADEMIC ACHIEVEMENT

- 0 Almost all or all of the ethnic minority students are found in the low end of the academic achievement measures for the district and nothing is being done to remedy the situation.
- 1 A large number of the ethnic minority students are found at the lower ends of the academic achievement measures and the district has only recently begun to address the issue.
- 2 Although there are a few ethnic minority students who are in the top ten academically in the district, most can be found in the average and lower areas.
- 3 Within the last few years there has been steady movement toward achieving minority student representation in all academic achievement levels but deficiencies still exist.
- 4 Ethnic minority students are found in representative number in all academic achievement levels in the district.

I043QL.00

The Multicultural Education QAT

Name _____ Date _____

District being assessed _____

- Instructions:**
1. Circle the rating scale which reflects your perception for each of the assessment areas.
 2. Write the rating scale number in the score column.
 3. Add up the scores entered in for each assessment area and enter the sum into the "total" box.
 4. To convert the district's total score into the district's multicultural education grade use the conversion table at bottom of page.

* for "don't know" circle a zero		MCE = multicultural education					Score
Assessment Areas		Rating Scales					
1.	School Policy and MCE	0	1	2	3	4	_____
2.	District Administration and MCE	0	1	2	3	4	_____
3.	School Staff and MCE	0	1	2	3	4	_____
4.	MCE Programs	0	1	2	3	4	_____
5.	Staff Training for MCE	0	1	2	3	4	_____
6.	MCE Materials	0	1	2	3	4	_____
7.	MCE in the Curriculum	0	1	2	3	4	_____
8.	MCE and Extracurricular Activities	0	1	2	3	4	_____
9.	Parent/Community Liaison	0	1	2	3	4	_____
10.	Ethnic Minority Students and Academic Achievement	0	1	2	3	4	_____
TOTAL SCORE							

District Grading Conversion Table

Scoring Results	MCE Grade
38 - 40	A
35 - 37	B+
32 - 34	B
29 - 31	B-
26 - 28	C+
23 - 25	C
20 - 22	C-
17 - 19	D
16 or below	E

SELECTED REFERENCES

1. California State Department of Education Publications

Discussion Guide for the California School Improvement Program, 1978.*

District Master Plan for School Improvement, 1979.

Establishing School Site Councils, 1977*

Guide for Multicultural Education--Content and Context, 1977.

Guide for Ongoing Planning, 1978.

Guidelines: School Staff Preparation in the History, Culture, and Current Problems of Diverse Ethnic Groups, revised 1978.

Handbook for Assessing an Elementary School Program, 1978.

Handbook for Assessing a Secondary School Program, 1979.

Handbook for Planning an Effective Reading Program, 1979.

Manual of Requirements and Instructions for Schools Funded Through the Consolidated Application, 1979.

Planning Handbook, 1978.*

2. Education Commission of the States Publications

Indian Education - Guidelines for Evaluating Textbooks from an American Indian Perspective, September, 1981.

3. Illinois Consultation on Ethnicity in Education Publication

Number 1, Statement on Multiethnic Education. Submitted to the Illinois State Board of Education.

4. Iowa Department of Public Instruction Publications

Guide to Implementing Multicultural--Non-sexist Curriculum Programs in Iowa Schools

*This publication is also available in Spanish from the Department of Education.

Multicultural Nonsexist Education in Iowa Schools

Arts Education, September, 1980.

Home Economics & Industrial Arts, 1981.

Language Arts, June, 1980.

Math & Science, 1981.

Social Studies, September, 1979.

5. Maryland State Department of Education Publications

Guidelines for the Evaluation and Selection of Instructional Materials, 1981.

Guidelines for Multicultural Education, 1980.

6. Multicultural Inservice Training Project, Northwest Regional Educational Laboratory -- Washington Educational Association.

7. School District Publications

A Guide to Multicultural Education, Kindergarten Through Grade Three.
Los Angeles Unified School District, 1977.

Human Relations: Guidelines and Lessons for Use in Junior and Senior High Schools. Long Beach Unified School District, 1976.

Individual Differences: An Experience in Human Relations for Children.
Madison, Wisconsin, Public Schools, 1974.

An Interdisciplinary Approach to Social Sciences, K-12. Lynnwood Unified School District, 1977.

Me to We: A Guide for Developing Positive Intra/Inter Personal Relations. San Diego City Unified School District, 1978.

Sharing Our Diversity. Sacramento City Unified School District, 1976.

A Tapestry of Cultures. Berkeley Unified School District, 1977.

Together We Share. San Juan Unified School District, 1976.

Tri-Level Multicultural Curriculum Guide. Ontario-Montclair School District, 1977.

US: A Cultural Mosaic Program. San Diego City Unified School District, 1978.

8. School of Education, University of Michigan Publications

A Story of Black Music, Secondary School Teaching Guide, 1980

An Intercultural Approach to a Multicultural Education, 1975

Cultural Encounters: Some Truths About the Melting Pot, 1975

9. Social Studies School Service, P.O. Box 802, Culver City, California 90230

Global Education. (1982 Catalog)

10. Western Interstate Commission for High Education

Multicultural Education Sourcebook

- . Units on Cambodia, Laos, Vietnam
- . Methods of Innovative Approaches
- . Research and Evaluation Studies

11. Other Publications

Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, 1975.

Cortes, Carlos E., and others. Understanding You and Them: Tips for Teaching About Ethnicity. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education, 1976.

Curriculum Guidelines for Multiethnic Education. Arlington, Virginia: National Council for the Social Studies, 1976.

Human Relations Materials for the School, Church and Community. New York: Anti-Defamation League of B'nai B'rith, 1978.

Human (and Anti-Human) Values in Children's Books: New Guidelines for Parents, Educators and Librarians. New York: Council on Interracial Books for Children, 1976.

Johnson, Harry A. Selected Films and Filmstrips on Four Ethnic Minorities (Afro, Indian, Oriental, and Spanish-Speaking). Syracuse University: ERIC Clearinghouse on Information Resources, 1976.

Roots of America: A Multiethnic Curriculum Resource Guide for 7th, 8th and 9th Grade Social Studies Teachers. Washington, D.C.: National Education Association, 1975.

Sifting and Winnowing: A Relationship Between Multi-Cultural Education and Competency-Based Teacher Education. Edited by Carl A. Grant. Madison, Wisconsin: Teacher Corps Association, University of Wisconsin, 1976.

Stone, James C., and Donald DeNevi. Teaching Multi-Cultural Populations: Five Heritages. New York: Van Nostrand Reinhold Company, 1971.

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PART II.

TECHNICAL ASSISTANCE RESOURCES FOR
IMPLEMENTING MULTICULTURAL EDUCATION

PART II. TECHNICAL ASSISTANCE RESOURCES FOR IMPLEMENTING MULTICULTURAL
EDUCATION

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STATE OF WASHINGTON

PART II

TECHNICAL ASSISTANCE RESOURCES FOR IMPLEMENTING MULTICULTURAL EDUCATION

INTRODUCTION

Successful program implementation depends upon a curriculum which is basically a set of intentions and a description of possibilities for learning; instruction which is the actuating of the curriculum and the set of interactions through which curricular intentions are actuated; and the instructional staff which consists of knowledgeable professional educators and paraprofessionals.

There is not any single agency or organization which has the capabilities of meeting all identified needs. Although incomplete, it is thought that the following listing of agencies and organizations can be helpful to you:

THE SUPERINTENDENT OF PUBLIC INSTRUCTION

The Superintendent of Public Instruction provides a wide-range of services relating to implementing multicultural education. This includes assuming a leadership role and coordinating available technical assistance. School personnel should contact the appropriate agency staff member.

The Office for Multicultural and Equity Education provides technical assistance for establishing equal educational opportunities including multicultural education.

Office for Multicultural and Equity Education

The Multicultural Resource Series developed by the Office for Multicultural and Equity Education is available for the use of school district personnel. For copies of publications listed on pages three through six, please contact:

A. Barretto Ogilvie
Program Administrator
Office for Multicultural
and Equity Education
Superintendent of Public Instruction
Old Capitol Building, FC-11
Olympia, Washington 98504
(206) 753-2560/SCAN 234-2560

OFFICE FOR MULTICULTURAL/EQUITY EDUCATION
AVAILABLE MATERIALS
1983-84

MULTICULTURAL MATERIALS COLLECTION

1. **The Japanese American Internment, 1942-45/A Lesson From Recent History**, prepared by The Japanese American Internment Instructional Unit Committee and the National Pacific/Asian Resource Center on Aging (1983)

A 3-5 day instructional unit on the study of the Japanese American Internment during World War II. The unit examines this historical episode from a legal perspective. The four lesson plans included in the unit are accompanied with handouts and readings for the students.

2. **Multiethnic Access Project**, compiled and edited by Bellevue School District staff, community members and Multiethnic Task Force (1980; Revised 1982)

This is a compilation of evaluations done on multiethnic/multicultural resources inclusive of audio-visual materials, texts, bibliographies, speakers, performers, displays and community resources. Useful for teachers who want to incorporate multiethnic/multicultural materials and concepts into programs, classes and extracurricular activities.

3. **School District Implementation of Multicultural Education/A Technical Assistance Handbook**, prepared by SPI's Office for Multicultural/Equity Education (1982)

The 60-page handbook is divided into two parts. The first part reviews the concept of multicultural education and proceeds with how it can be implemented in the school district, building and classroom. The second part is a "yellow pages" of resources which educators can immediately utilize to assist them in their multicultural education efforts.

4. **Evaluating the School For Multicultural Education/A Handbook** prepared by SPI's Office for Multicultural/Equity Education (1981)

Through the use of four questionnaires (for staff, administrators, community members and students) a school district or building can assess their multicultural education needs in six critical areas. The handbook contains the questionnaires, tabulation forms and interpretation keys for data analyses. Also included is a checklist to develop a comprehensive picture of the school and general community.

5. **"Turning the Page"/The Appropriate Use of Asian American Children's Literature in the Classroom**, prepared by Elaine Aoki, Ph.D. (1982)

After discussing the research which clearly shows the relationship between literature and images of reality that children form of their environment, the author offers guidelines in the selection and use of Asian American Children's literature in the classroom. Also included is a list of recommended works.

6. **A Proposed School District Equal Educational Opportunity Program**, prepared by SPI's Office for Multicultural/Equity Education (1982)

Numerous activities, ranging from adopting a school policy on equal educational opportunity to conducting accountability evaluation for its accomplishment, are suggested in this publication. It gives a comprehensive picture of what providing equal educational opportunity entails.

7. **Guidelines For Multicultural Education**, prepared by SPI's Office for Multicultural/Equity Education (1982)

This booklet looks at curriculum, instruction and staff development identifying what each component should include if multicultural education is to be truly incorporated in a school district's instructional program.

8. **Competencies For Teaching Multiculturally**, prepared by SPI's Office for Multicultural/Equity Education (1982)

Thirty-one competencies which teachers should adopt if they are to teach multiculturally are listed. Other suggestions are also offered along with background information on multicultural education.

9. **The Multicultural Education Quick Assessment Test (MCE/QAT)**, prepared by SPI's Office for Multicultural/Equity Education (1983)

The MCE/QAT is an abbreviated instrument for administrators, staff, parents, community members, and students who want to take a "snapshot" of how their district is doing in multicultural education. The MCE/QAT reflects and records an individual's perception of a school district's efforts in ten programmatic areas related to multicultural education.

10. **Student Learning Objectives For Multicultural Education in the Basic Skills**, prepared by SPI's Office for Multicultural/Equity Education (1979)

Student learning objectives related to multicultural education are listed for K-3, 4-6, 7-9, 10-12 grade groupings by basic subject areas. Worksheets are included to facilitate a district's effort in identifying multicultural education student learning objectives for their particular instructional program.

11. **Developing Global Education Teaching Skills**, prepared by SPI's Office for Multicultural/Equity Education (1982)

This publication is a compendium of excerpts from materials written by educators advocating global education in the American School System.

12. **Global Visions**, prepared by Tarry L. Lindquist (1983)

This instructional unit, for the middle grades, blends social studies, concepts and attitudes with language arts, art and interpersonal relations in a two week study of culture through a global perspective.

13. **Counseling Strategies For Ethnic Minority Students**, prepared by Robert C. Ford, Ph.D. (1982)

The author documents the factors which are integral parts of the students from different minority groups and their part in the students' counseling relationship. A review of different strategies is made to assist counselors in their interaction with ethnic students.

14. **Some Considerations For Coping With School Problems Involving Indochinese Students**, prepared by SPI's Office for Multicultural/Equity Education (1981)

Several factors which could easily contribute to problems between Southeast Asian students and other students in the schools are examined. Several suggestions and guidelines are listed to assist school staff when problems do occur.

15. **Chicano Role Models For Health Careers**, prepared by SPI's Office for Multicultural/Equity Education and Viviana Visarraga Bailey (1980)

This resource booklet is an excellent tool to use to encourage students to enter the health career fields. Divided into five sections, the following topics are covered: (1) Chicano/Hispanic Health Professionals, (2) Health Career Description, (3) Preparing for a Health Career, (4) Support Services for Chicano/Hispanic Students, (5) Health Services in the Pacific Northwest.

16. **Major Curriculum Units in Black History For Elementary and Junior High/Middle School Teachers**, prepared by SPI's Office for Multicultural/Equity Education (1982)

The history of Black Americans is outlined in this resource guide giving key dates and prominent Black persons instrumental in Black history. Useful as an information guide to incorporate Black history into the instructional program.

17. **A Bibliography of Asian and Asian American Books For Elementary School Youngsters**, prepared by Mako Nakagawa (1975)

Reviews and evaluates texts, books and audio-visual materials pertinent to the Asian and Asian American experience. Although dated, still a valuable source of information.

18. **Asian American Posters**, prepared by Asian Multimedia (1975)

A package of 36 posters with pictures and a brief biography of prominent Asian Pacific Americans.

19. **You and the World of Work**, prepared by the Employment Opportunities Center (1983)

A student workbook to assist them in identifying their interests and skills and then offering them critical information related to finding a job, the selection process and keeping the job through good work habits.

20. **Asian American Historical Outline, 1750-1980**, prepared by the Washington Association for Asian and Pacific American Education (1982)

An outline of key events in Asian and Pacific American history is given in parallel with key events in U.S. history. A useful information guide for social studies classes in middle school, junior high school and senior high school.

21. **Selected Multicultural Instructional Materials**, prepared by the Seattle School District (1983)

This is a compilation of several booklets, each having a special focus such as "Afro-American History Month," "Lei Day," "Cinco de Mayo," "Styyende Mai," and "American Indian Day." The booklets contain a variety of classroom activities for the students and references to other sources of information.

22. **Pacific Northwest History: A Library Resource Unit Emphasizing Multicultural Perspectives**, prepared by Wanda Buckner Brace, Deborah Smith Athanases and Sue Lanier of the library staff and Sherwood Martin, Richard Nichols and Elizabeth Pearson of the social studies staff of Renton High School (1984)

The primary objective of this unit is to provide students with "hands-on" experience in locating information in specialized reference publications at Renton High School in order to assist in fact-finding. In addition, the reader is advised to identify and utilize newly available documents describing women's experiences on the historic westward journeys in the 1800's.

23. **Supplemental Pacific Northwest History Materials: Overcoming Racism and Sexism**, prepared by Steve Chestnut, social studies teacher at Grandview High School (1984)

These 32 teaching units are designed as supplementary materials for teaching Pacific Northwest History. These units offer interesting insights into understanding historic events and personalities which have been often overlooked in the past.



Superintendent of Public Instruction

DR. FRANK B. BROUILLET • OLD CAPITOL BLDG., OLYMPIA, WASH. 98504



August 31, 1983

TO: Indian Education Program Administrators, Media Specialists, Curriculum Coordinators, Ethnic Studies Specialists, Classroom Teachers, Tribal Education Chairpersons, and Other Interested Persons

FROM: Willard E. Bill, Supervisor of Indian Education

RE: Indian Education Materials Available Through the Office of the State Superintendent of Public Instruction

The following materials are available through SPI's Indian Education Office as a free service:

Monographs

1. The Unwritten Chapters
2. Indian Education for Indians and Non-Indians

Booklets and Guides

3. The Red Man in America
- * 4. Understanding Indian Treaties as Law (curriculum unit)
- * 5. The History and Culture of Indians of Washington State (curriculum unit)
- * 6. Content and Activities for Teaching About Indians of Washington State (curriculum unit for grades K-6)--will be available in October, 1983
- * 7. Indians of Washington State (please contact the Indian Education Office about obtaining classroom sets of this publication for your district)
- * 8. Things to Share and Do from the Daybreak Star Indian Reader (classroom activities for the middle grades)
- * 9. Home-School Coordinator's Handbook
10. Indian Education Manual for Parent Education Committees

*As there are limited copies of these guides/handbooks available, preference will be given to filling requests made by teachers, home-school coordinators, tutors or other persons who will be using these materials in actual hands-on situations or in classrooms. Sufficient copies are not available at this time to provide these materials to libraries.

Reports

11. Johnson-O'Malley Annual Report
12. Minority Enrollments in Public Elementary and Secondary Schools in Washington

Memo on Indian Education Materials

Page 2

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Reports (cont.)

13. Are you Listening Neighbor? and The People Speak (report of the Governor's Indian Affairs Task Force)
14. Indian Tribes: A Continuing Quest for Survival (report of the United States Commission on Civil Rights--June, 1981). This publication can be obtained by writing to the U.S. Commission on Civil Rights, Publications Division, 1121 Vermont Avenue, NW, Washington, DC, 20425.

Other

- *15. Selected Bibliography and Resource Materials for Teaching About Indians of the Pacific Northwest

*Again, limited copies of this publication are available and preference will be given to filling requests made by instructors or others who will be using them in classroom situations. There are not enough copies available to provide them to libraries.

Films/Video Cassettes (for loan)

TO HAVE A CHANCE (available in film, or 1/2 or 3/4-inch video cassettes) aims to encourage parents, especially parents of Indian children, to become directly involved in the whole education process. This purpose is weaved through the story of a bright, young Indian boy who has no trouble understanding his grandfather explain how to set nets, but has a great deal of trouble understanding why he should study hard in school. The film also features Morris Thompson, a former U.S. Commissioner of Indian Affairs, who tells of the part his parents played in his education.

MORE THAN BOWS AND ARROWS, a two-part color sound film totalling 56 minutes, depicts how Native Americans contributed to the development of medicine, urban development, architecture, science, agriculture, environmental use, transportation, show business, and even to our present form of government and national destiny.

From the ancient cliff dwellings at Mesa Verde, to the igloos of Eskimos, this film shows how ancient Americans met the challenges of their environment. Descendants of Iroquois chiefs who helped draft the first state-within-a-state government in North America tell how Benjamin Franklin consulted with the League of Five Nations before drafting the documents that led to America's democratic republic.

This award-winning film features Dr. B. Scott Monaday, Pulitzer Prize winning author, Stanford University, and is tailored for audiences from the upper elementary through college and for people of all ethnic backgrounds.

Memo on Indian Education Materials

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Films (cont.)

INDIANS AND THE U.S. GOVERNMENT

INDIAN SOVEREIGNTY

THE FEDERAL-INDIAN TRUST RELATIONSHIP

INDIAN TREATIES

INDIAN JURISDICTION

The above set of five films were purchased from the Institute for the Development of Indian Law. Each film is a color sound movie about 10-15 minutes in length and speaks to the topics indicated by the titles from the viewpoint of the Native American. These films would be appropriate for grades beginning in junior high school through college.

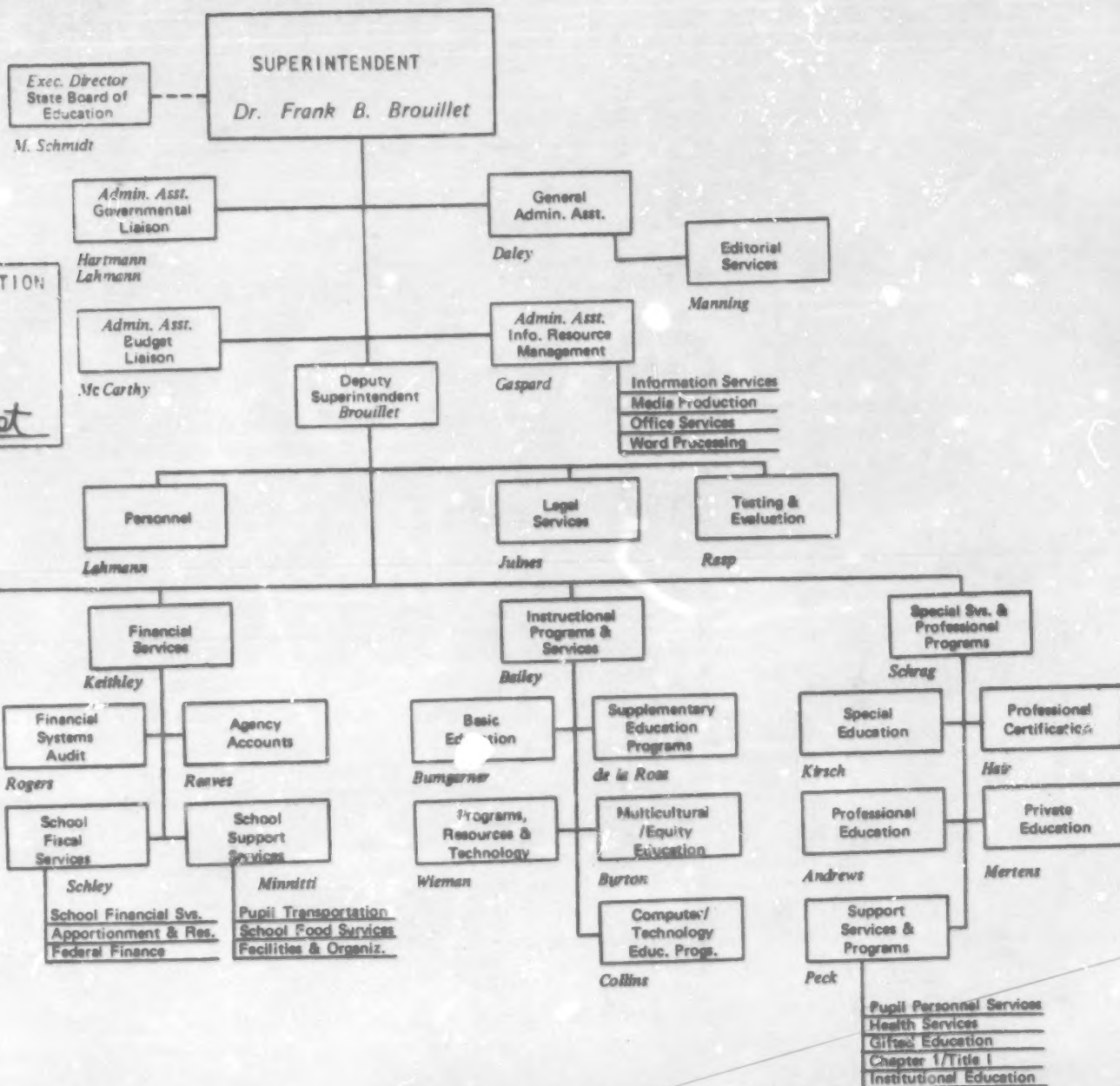
For more information on any or all of the above materials and their availability please contact the Indian Education Office in this agency at (206) 753-3635 or SCAN 234-3635, or write to:

Indian Education Office
SPI, Mail Stop: FG-11
Old Capitol Building
Olympia, WA 98504

WEB:jb



SUPERINTENDENT OF PUBLIC INSTRUCTION
ORGANIZATION PLAN
 September 1, 1983
 BY: Frank B. Brouillet



KNOW-NET PROJECT
KNOWLEDGE NETWORK OF WASHINGTON

PURPOSE

- ° To increase the use of educational research by decision-makers and practitioners
- ° To improve instructional practice
- ° To increase educational equity

SERVICES

Question Answering Services:

Subject-oriented questions about program improvements, resources, whom to call for what, curriculum materials

Information/Data Retrieval:

Research results, curriculum guides, bibliographies, instructional program data available from ERIC, Psych Abstracts, Med-Line and many other data banks

Assistance With Local Access to Documents:

How to obtain hard copy of specific journal articles, ERIC documents, microfiche and other materials

Workshops and Other Assistance:

Asking the best questions to get the information you want

Synthesizing research findings and other data for reports and presentations

Preparing resource guides for local situations

Building a human resources network

Applying research results to local situations

Setting up an information retrieval service

Demonstrating applications of technology in teleconferencing and instruction

COMPONENTS

- * The SPI Linker Model, in which information retrieval and consultative services are provided to SPI program staff to assist them in their work with school districts, Educational Service Districts, professional associations, community groups, colleges and universities
- * The Clearinghouse for Program Information, which supports this classic function of SPI and ESD curriculum staff and assists in the collection, distribution and publicizing of information for improving school programs
- * The Pilot Projects in Dissemination Practices, located in Educational Service Districts, which field test ways that school districts may access and apply educational research results
- * The Resource Information Center Model, which establishes ways to organize research information files and documents to promote use of these materials

KNOW-NET COORDINATES INFORMATION ABOUT. . .

SPI Program Staff in three divisions: (1) Instructional Programs and Services, (2) Special Services and Professional Programs, and (3) Vocational-Technical & Adult Education Services

ERIC: The best known and most comprehensive education data base, with depositories at SPI, ESD #123, Seattle and Bellevue School Districts, Region X USDE (Seattle) and university libraries across the state

The Washington State Library/Washington Library Network: A lending/borrowing network of libraries of all types, providing ready access to government documents and reference assistance in tapping 120 data banks and the collection of academic technical and public libraries in the five Pacific Northwest states

The Educational Service Districts: Nine service centers covering the state, providing curriculum materials, in-service programs and consulting services to school districts in a wide variety of locally identified program areas

The National Diffusion Network: A system for disseminating exemplary educational programs through Developer/Demonstrator projects which provide training, materials and technical assistance to those who adopt these programs, and the State Facilitator's Office (Yakima) which assists districts to identify suitable NDN programs and adopt them

The Commission for Vocational Education Resource Center: The unit of the CVE which disseminates state vocational educational curriculum materials to schools and colleges in the Northwest

The Washington Occupational Information Service: A system of up-to-date career and occupational information including a career exploration computer file, occupational descriptions and education/training programs available

The Northwest Regional Exchange: A service of the Northwest Regional Educational Laboratory which assists state dissemination projects to exchange ideas and products and participate in joint workshops for developing skill in dissemination processes

HOW TO REQUEST SERVICES

Contact SPI/ESD staff responsible for the program area in which you are interested. Call (206) 753-2858 if you are unsure of the appropriate staff person. Or, you may call KNOW-NET at (206) 753-2858 or (206) 753-2744.

THE MULTICULTURAL EDUCATION NETWORK

The Multicultural Education Network is an informal group of education administrators, staff and other persons interested in multicultural education and its implementation in schools in a given geographical area.

It has as its basic function the bringing of all these individuals together on a periodic basis to:

1. Discuss multicultural education concerns, problems and needs.
2. Share information and resources which will enhance the multicultural education effort in this area.
3. Develop potential directions for multicultural education.
4. Provide a forum at which general but relevant information can be shared and discussed.
5. Provide mutual support for each other's efforts.

The Multicultural Education Network has no officers, written constitution or formal structure other than the formation of an ad hoc planning committee and the designation of a meeting host. It exists because a number of educators concerned about multicultural education in a given geographical area have decided to meet and pool their knowledge, expertise and resources to mutually support each other. The SPI plays a supportive and facilitative role for the Multicultural Education Network.

School districts are urged to develop Multicultural Networks in their own geographical areas.

EDUCATIONAL SERVICE DISTRICTS

What services do educational service districts provide?

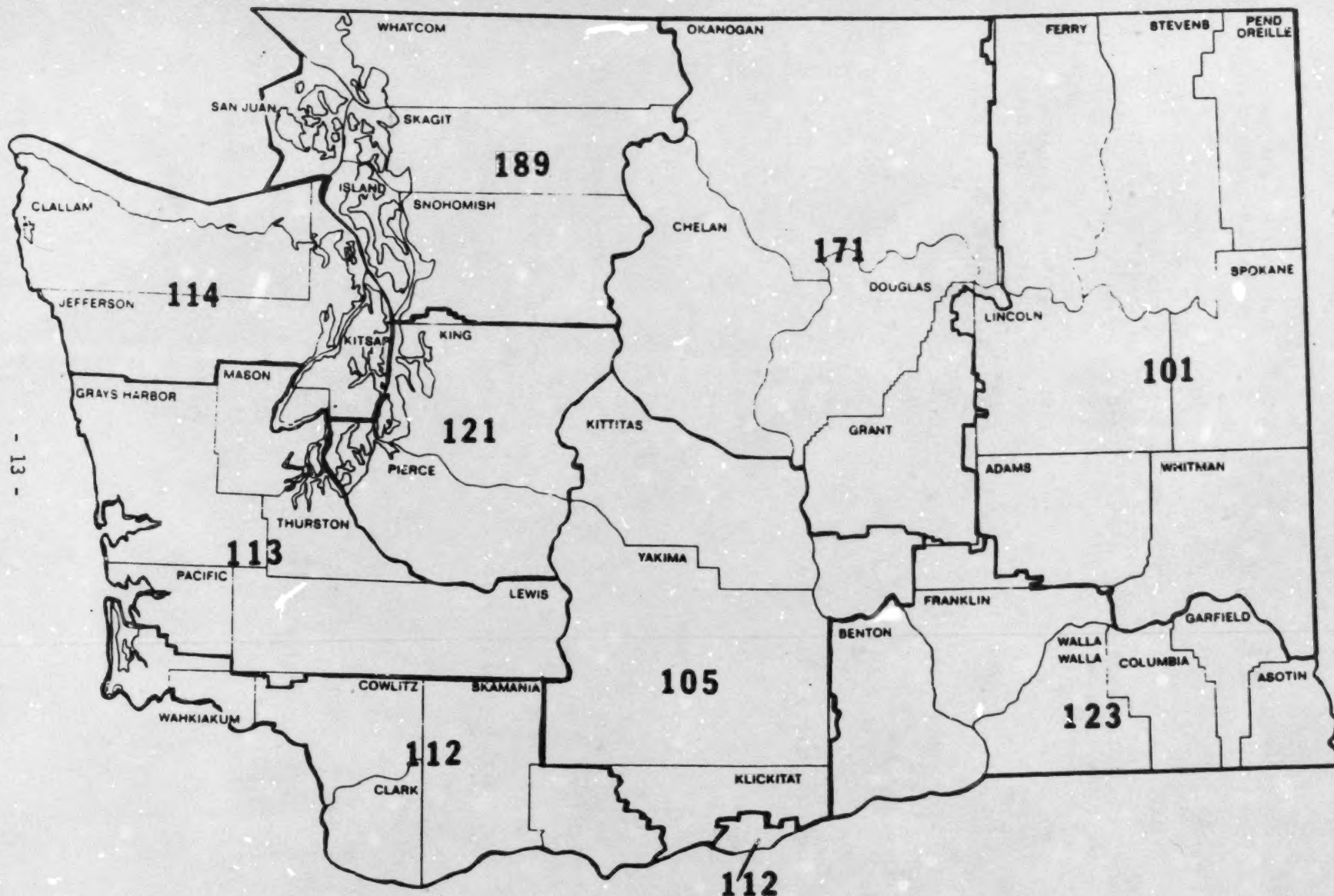
Educational Service Districts have three major responsibilities:

To assist in providing equal educational opportunities for all students throughout the state.

To assist the State Superintendent of Public Instruction's Office and the State Board of Education in the administration of a state system of schools.

To act as liaison between the local school districts and the Office of State Superintendent of Public Instruction. To meet the needs requested by local school districts by coordinating and conducting cooperative programs and by providing services and consultants in many phases of instruction and administration.

The nine Educational Service Districts in the State of Washington provide the services mentioned above. However, ESDs also differ in the total number and kinds of services they provide because of the varied geographical needs. This responsiveness to the regional uniqueness provides a flexibility that does not exist in a state educational system directed from a central office. By acting as an important communication channel between the local school districts and the State Superintendent of Public Instruction, ESDs provide the necessary feedback to both, and thereby assure that their mutual goal is met more effectively.



EDUCATIONAL SERVICE DISTRICTS

State of Washington
September 1977

EDUCATIONAL SERVICE DISTRICT CURRICULUM DIRECTORS

Judy Olson
Staff Development Dept. Head
Educational Service District #101
West 1025 Indiana Avenue
Spokane, WA 99205
(509) 456-7683
SCAN 545-7683

Bridget Lambert Cullerton
Educational Service District #105
33 South Second Avenue
Yakima, WA 98902
(509) 575-2885
SCAN 558-2885

John Pope
Educational School District #112
1313 N.E. 134th Street
Vancouver, WA 98665
(206) 574-3212

C. E. Redfield
Educational Service District #113
601 McPhee Road S.W.
Olympia, WA 98502
(206) 754-2966
SCAN 235-2966

Richard Colombini
Educational Service District #114
Box 155, Federal Building
Port Townsend, WA 98368
(206) 385-2055
SCAN 576-6399

James J. Kiefert
Educational Service District #121
1410 Sout 200th Street
Seattle, WA 98148
(206) 242-9400
SCAN 241-3300

Louise Gustafson
Extension Classes, Inservice, Art,
General Curriculum
Educational Service District #123
124 S. Fourth
Pasco, WA 99301
(509) 547-8441

Sue Chadwick
State and Federal Project Grants,
Testing & Evaluation, Knowledge
Bowl, Computer Instruction,
General Curriculum
Educational Service District #123
County Service Building
Walla Walla, WA 99362
(509) 529-3700

Beverly Henderson
Gifted, Drug Abuse Prevention,
Health Education, Basic Education,
SLOs, General Curriculum
Educational Service District #123
County Service Building
Walla Walla, WA 99362
(509) 529-3700

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640 S. Mission
Box 1847
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(509) 663-8741
SCAN 565-1436
OLY 753-0208

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(509) 663-8741
SCAN 565-1436
OLY 753-0208

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Educational Service District #171
640 S. Mission
Box 1847
Wenatchee, WA 98801
(509) 663-8741
SCAN 565-1436
OLY 753-0208

Donn Hughes
Educational Service District #189
330 Pacific Place
Mount Vernon, WA 98273
(206) 424-9573

EDUCATIONAL SERVICE DISTRICT MEDIA COORDINATORS

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P.O. Box 5436
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SCAN 545-6195

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SCAN 558-2885

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(206) 574-3215

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(206) 754-2966
SCAN 235-2966

Alvin Zimmerman
Educational Service District #114
Educational Media Center
1303 Sylvan Way
Bumerton, WA 98310
(206) 373-5006

Ann McLean
Educational Service District #121
1410 S. 200th Street
Seattle, WA 98148
(206) 242-9400 ext. 60
SCAN 241-3300

John Thrasher
Superintendent
Educational Service District #123
County Service Building
Walla Walla, WA 99362
(509) 529-3700

John Rutherford
Educational Service District #171
640 South Mission
Box 1847
Wenatchee, WA 98801
(509) 663-8741
SCAN 565-1336
OLY 753-0208

Ron Dubuque
Educational Service District #189
Learning Resources Center
803 South Spruce
Burlington, WA 98233
(206) 755-9110
SCAN 738-2140

EDUCATIONAL SERVICE DISTRICT GRANTS MANAGEMENT COORDINATORS

Jaime Seaburg
Educational Service District #101
W. 1025 Indiana Avenue
P.O. Box 5436
Spokane, WA 99205
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SCAN 545-7660

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Yakima, WA 98902
(509) 575-2885
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SCAN 241-3300

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Wenatchee, WA 98801
(509) 663-8741
SCAN 565-1436
OLY 753-0208

Verne Fankhauser
Educational Service District #189
330 Pacific Place
Mount Vernon, WA 98273
(206) 424-9573

NAME IS ME

Teachers' Guide to Names of American Ethnic Minorities

Original Manuscripts Prepared By:

**Washington State University
Education Department
Elementary Education Area Committee
Minority Affairs Committee**

When young students hear their own names, in a song or story, it is usually quite obvious that they react in a positive way. They say, "That's me," or "That's my name." Sometimes they smile; sometimes they copy the stated action.

Teachers recognize that a part of a person's identification is attached to his/her name. Thus, one of the things they concentrate on the first day of school is learning names. Throughout the year teachers make use of names. They call on pupils, correct them, and compliment them using their names. This goes on and on, throughout colleges and graduate schools.

Students recognize that often it is a positive sign to have their names used. They enjoy hearing them in a spelling sentence or a teacher-made story. They smile when they hear their friends' names used in stories. Generally, students have a positive feeling about those names which they have heard and which have been used in their classrooms. It is important for majority students to become familiar with minority names and accept them as a normal part of the American culture.

Many teachers want to use names representing a variety of cultures but they may be unfamiliar with them. The following list has been developed to offer a beginning solution. Teachers should be aware of and use names representing other groups and cultures as well as those presented here. (The reader is advised that our typewriters do not have the capability of printing diacritical marks.)

NATIVE AMERICAN NAMES

FAMILY

BLACK EAGLE

BLACK ELK

GRAY CLOUD

HALFMOON
LITTLE STAR
LOOKING GLASS
RED BLANKET
RED HEART

A Native American usually has several names: A nickname, family name and a memorial name. The nickname is the name by which a child is known and is called, e.g., Little Spider. The family name is similar to a clan name and usually only used by elders, e.g., Looking Glass. The memorial name, also a clan name, tells where the person comes from (what part of the family) and is usually used only by elders, e.g., Tawowness (ta wow ness).

BLACK NAMES

FAMILY	FEMALE	MALE
GREUX (gray o)	Frankie Lou Hattie Mae	*A.J. Billy Joe
JOSE (ho za)	Hester Lee Jerrydene	**Booker T. Freddie Lee
LeBEAUX (le bo)	Johnetta Johnnie Mae	Lonnie Otis
LOPAS (lo pus)	Richardelle Walter Pearl	*T.P. Willie
MALVEAUX (mal vo)		
RICHARD (re shard)		
THIBODEAUX (tib e do)	*Initials do not represent words. Booker Teliaterro Washington was given his middle name by teachers.	
TURPEAU (tur po)	**Names of outstanding Black Leaders or White liberals are often given to Black children.	

FILIPINO NAMES

FAMILY	FEMALE	MALE
ABELLA (e bel la)	Felicita (fel i ce te)	AbJong (ab dong)
BADBADA (bod bod e)	Luviminda (Loo ve min de)	Amor (e mor)
DEL FIERRO (del fe a ro)	Melchora (mel chor e)	Bisiumino (bes loo me no)

DELLA (del la)	Paula (pou la)	Budol (be dol)
ELLECCION (el lex ce on)	Pepita (pe pe ta)	Eustagulo (u sta ke o)
MINA (me ne)	Teresita (Tar e se te)	**Ignacio (ig na ce o)
NAVARRO (ne var ro)	Viriana (ve ve an e)	Inocensio (e no cen se o)
TANGALIN (tong gal in)		Salvador (sal ve dor)

*P is a more common pronunciation used by young Pilipinos (pil e pe nos).

**The nickname of Ignacio is Aslong (A shong).

CHICANO NAMES

FAMILY	FEMALE	MALE
DIAZ (de az)	Ana Maria (ane mar e e)	Alfredo (Al fra do)
FERNANDEZ (fer nan dez)	Dorotea (dor o te e)	Antonio (an to ne o)
GARCIA (gar ce e)	Elena (e lan e)	Carlos (car los)
LOPEZ (lo pez)	Isabel (isebel)	Jesus (ha soos)
MORENO (mor ano)	Juanita (hwa ne te)	Juan (hwan)
PEREZ (par ez)	Lupe (loo pa)	Lorenzo (lor en zo)
SALAZAR (sal e zar)	Margarita (mar gar e te)	Pedro (pe dro)
SEGURA (se gur e)	Yolanda (yo lan da)	Reymundo (ra mun do)

JEWISH NAMES

FAMILY	FEMALE	MALE
BLOOM	GOLDA	ABRAHAM
COHEN	IDA	EBEN
EPSTEIN	NAOMI	IRVING
GINSBERG	PEARL	LEVI
KAPLAN	REBECCA	NATHAN
LEVINSOHN	ROSE	RUEBEN
SHAPIRO	RACHEL	SAUL
STEINBERG	SARAH	SIMON

The names given here are germanic or anglicized origins and were adopted by European Jews many centuries ago. By doing this they hoped to be less conspicuous in an oftentimes hostile environment. Traditionally and historically, however, Jewish names have been derived from family and tribal origins. Therefore, every individual born into the Jewish tradition has a family surname like those listed above but he also has a name which reflects both family and tribal origins. The later names are rarely used except in religious ceremonies.

CHINESE NAMES

FAMILY

*CHAN

CHOI

HO

LEE

SHEN

TAN

WONG

It was decided not to present Chinese first names. To do so would mean deciding between Chinese dialects for pronunciation. Many American Chinese use first names similar to those found in American textbooks.

*These Chinese family names follow the familiar rules of pronunciation.

JAPANESE NAMES *

FAMILY

FEMALE

MALE

AKIYAMA
(a ke ya ma)

****Emiko**
(em e ko)

****Ichiro**
(e che ro)

HASHIMOTO
(hash e mo to)

Kazuko
(ka zoo ko)

Kazuo
(ka zoo o)

KAWAKAMI
(ka wa ka me)

Kiyoko
(ke yo ko)

Shigeru
(shi nge roo)

OKI
(o ke)

Yoshie
(yo she e)

Takeshi
(ta ke she)

TANAKA
(ta na ka)

WATANABE
(wa ta na be)

YAMAMOTO
(ya ma mo to)

***Many Japanese Americans use first names similar to those found in American textbooks.**

YOSHIDA
(yo she da)

****Often a child has a nickname using the syllable "chan"; e.g., Ichiro may be Ichiro-chan or I-chan.**

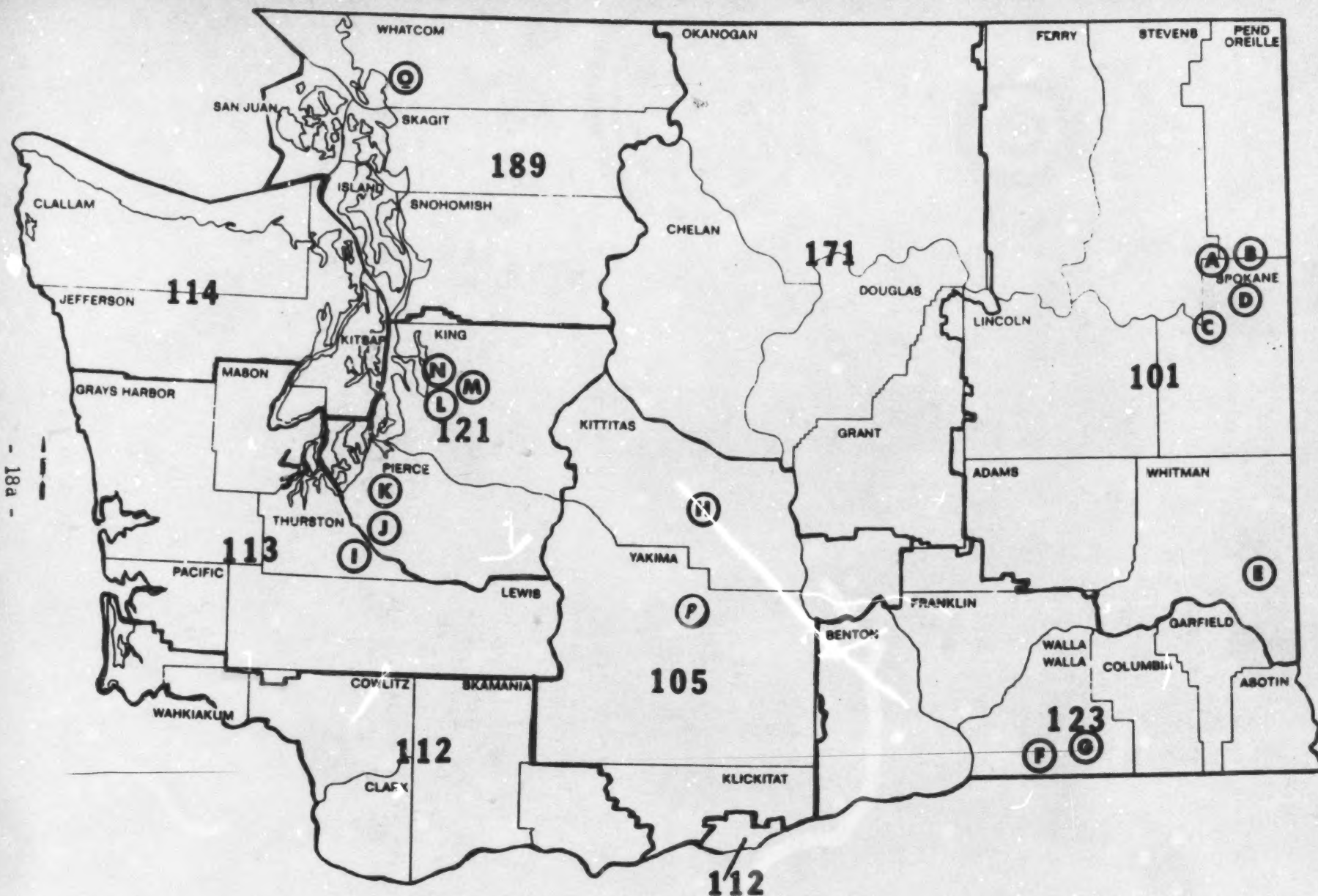
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INSTITUTIONS OF HIGHER EDUCATION

Selected personnel of both the community colleges and institutions of higher education are available for consultation in various areas of expertise. School personnel should contact campus offices such as Deans of Schools, Colleges of Education, Minority Affairs, Women's Studies and Departments of Languages.

Teacher Education Institutions

A	Fort Wright College
B	Whitworth College
C	Eastern Washington University
D	Gonzaga University
E	Washington State University
F	Walla Walla College
G	Whitman College
H	Central Washington University
I	Saint Martins College
J	Pacific Lutheran University
K	University of Puget Sound
L	Seattle University
M	University of Washington
N	Seattle Pacific University
O	Western Washington University
P	Heritage College



TEACHER EDUCATION INSTITUTIONS

109

STATE OF WASHINGTON 110

COMMUNITY COLLEGES IN WASHINGTON STATE

Bellevue Community College
3000 Landerholm Circle
Bellevue, Washington 98007
206/641-0111

Big Bend Community College
24th and Andrews
Moses Lake, Washington 98837
509/762-5351

Centralia College
P. O. Box 639
Centralia, Wash. 98531
206/736-9391

Clark College
18000 East McLoughlin Blvd.
Vancouver, Wash. 98663
206/694-6521

Columbia Basin College
2600 North Chase
Pasco, Wash. 99301
509/547-0511

Edmonds Community College
20000 - 68th West
Lynnwood, Wash. 98036
206/771-1500

Everett Community College
801 Wetmore
Everett, Wash. 98201
206/259-7151

Fort Steilacoom Community College
9401 Farwest Drive, S. W.
Tacoma, Wash. 98498
206/964-6500

Grays Harbor College
Aberdeen
Wash. 98520
206/532-9020

Green River Community College
12401 S. E. 320th
Auburn, Wash. 98002
206/833-9111

Highline Community College
Midway, Wash. 98031
206/878-3710

Lower Columbia College
1600 Maple
Longview, Wash. 98632
206/577-2300

Olympia Technical Community College
2011 Mottman Road, S. W.
Olympia, Wash. 98502
206/753-3000

Olympic College
16th and Chester
Bremerton, Wash. 98310
206/478-4551

Peninsula College
1502 East Lauridsen Boulevard
Port Angeles, Wash. 98362
206/452-9277

Seattle Central Community College
1701 Broadway
Seattle, Wash. 98122
206/587-3800

Seattle North Community College
9600 College Way North
Seattle, Wash. 98103
206/634-4400

Seattle South Community College
6000 - 16th Avenue, S. W.
Seattle, Wash. 98106
206/764-5300

Shoreline Community College
16101 Greenwood North
Seattle, Wash. 98133
206/546-4101

Skagit Valley College
2405 College Way
Mount Vernon, Wash. 98273
206/428-1261

Spokane Community College
North 1810 Greene Street
Spokane, Wash. 99207
509/535-0641

Spokane Falls Community College
West 3410 Ft. George Wright Drive
Spokane, Wash. 99204
509/456-2800

Tacoma Community College
5900 South 12th
Tacoma, Wash. 98465
206/756-5000

Walla Walla Community College
500 Tausick Way
Walla Walla, Washington 99362
509/522-2500

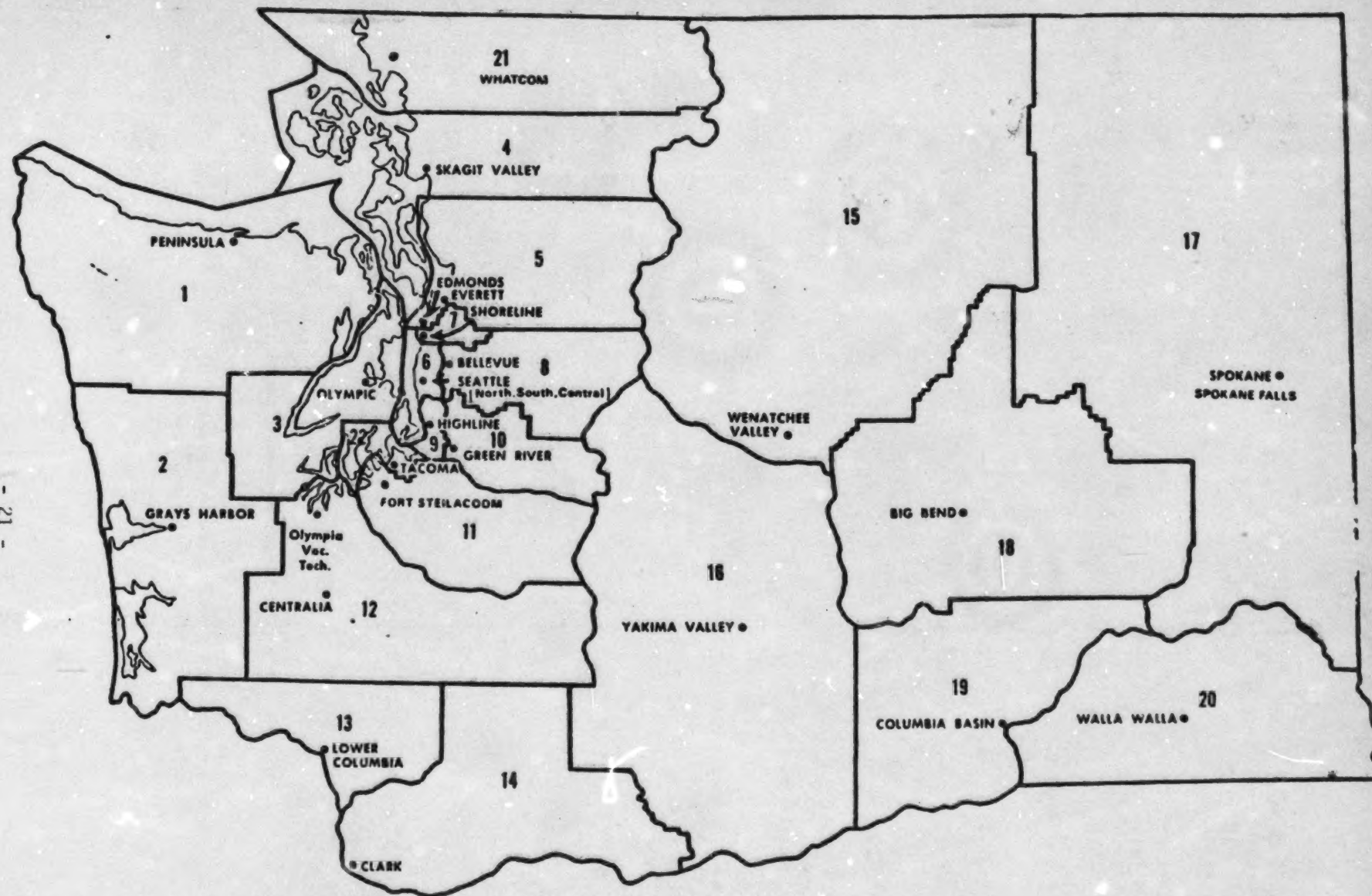
Wenatchee Valley College
1300 Fifth Street
Wenatchee, Wash. 98801
509/662-1651

Whatcom Community College
5217 Northwest Road
Bellingham, Wash. 98225
206/676-2170

Yakima Valley College
16th Avenue and Nob Hill Blvd.
Yakima, Wash. 98902
509/575-2350

For additional information and assistance please contact:

Roy Flores
Assistant Director, Student Services/Minority Affairs
Office of State Board for Community College Education
319 Seventh Avenue
Olympia, Washington 98504
(206) 753-4694 - SCAN 234-4694



washington community colleges and community college districts

MULTICULTURAL INSERVICE TRAINING PROJECT

The Multicultural Inservice Training Project (MITP) was a cooperative effort by the Northwest Regional Educational Laboratory and the Washington Education Association (WEA). The project was designed to assist educators in meeting the diverse needs of their pupils by developing and testing inservice training materials in multicultural education. The project also included research activities focusing on the impact of the training program for teachers and students.

During the time period of September 1980 to September 1981, project staff conceptualized and developed eight training components focusing on themes appearing throughout the literature on multicultural education. The eight components were:

- I. The Teacher, the Classroom and Multicultural Education
- II. Conceptual Parameters of Multicultural Education
- III. A Rainbow of Cultures
- IV. Linguistic Dimensions of Culture
- V. Intercultural Communication Skills
- VI. Enabling Legislation for Multicultural Education
- VII. Diagnosing Your Classroom's Multicultural Needs
- VIII. Steps to Implementing Multicultural Education in the Classroom

These training components were developed to reflect current research findings on staff development and inservice education. Each component consisted of trainer instructions and materials for three hour training sessions, training handouts, supplemental readings to provide further depth to the concepts presented, and activities for participants to conduct in their classrooms.

Eight master teachers were selected by WEA to form a cadre of trainers to conduct the MITP pilot training in the State of Washington. The cadre received intensive instruction in the content and use of the components, as well as a foundation in adult learning theory to increase their training skills and expertise.

The pilot training was conducted at the two urban sites of Seattle/Tacoma and Spokane, Washington. The purposes of the evaluation were to:

1. Pilot test evaluation instruments and strategies for possible use in the upcoming field test of the MITP.
2. Gather information on the training materials as input into the materials revision process.
3. Evaluate the effectiveness of the training.

The general response of the pilot test participants to the training materials and format was extremely positive. Evaluation data documented a positive gain in information and concepts acquired as a result of the training, and positive changes in participant knowledge, skills, behaviors and attitudes relative to multicultural education.

Project staff are available to conduct inservice training sessions on a contractual basis. The training sessions may also be adapted to preservice settings. If you would like more information about the project or how to contract with the Washington Education Association for training in any of the eight training component areas, please contact:

Mr. Bill Hainer
Associate Executive Director
Washington Education Association
33434 Eighth Avenue S.
Federal Way, Washington 98003
(206) 941-6700

NON-PROFIT CENTERS SERVING THE BILINGUAL COMMUNITY

Asian American Bilingual Center
1414 Walnut Street, Room 9
Berkeley, California 94709
(415) 848-3199

Evaluation, Dissemination and Assessment Center
Lesley College
49 Washington Avenue
Cambridge, Massachusetts 02140
(617) 492-0505
Peter Calvet
Dissemination Manager

National Clearinghouse for Bilingual Education
1300 Wilson Boulevard
Suite B2-11
Rosslyn, Virginia 22209
(703) 522-0710
(800) 336-4560 - toll-free

Director
Center for Pacific Northwest Studies
Aintzer Hall 217
Western Washington University
Bellingham, WA 98225

Seattle Public Library
Asian Language Resources
1000 4th Avenue
Seattle, Washington
(206) 625-4951

Center for Applied Linguistics
3520 Prospect Street N.W.
Washington, D.C. 20007
(202) 298-9292
(800) 424-3750 - toll-free
(800) 424-3701 - toll-free

Language and Orientation Resource Center

The Refugee Education Guides listed on this page are either currently available, forthcoming, or are in the process of being reprinted. While supplies last, you can obtain one free copy of each guide by writing to the LORC, c/o The Center for Applied Linguistics (address listed above), or call us on our toll-free WATS line (in operation Monday - Friday, 8:30 a.m. to 6:30 p.m. EST) 1-800-242-3750, 1-800-424-3701. For local residents, our number is (202) 298-9292.

ADULT EDUCATION SERIES

2. A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (revised) - available to program directors and libraries only
7. English Pronunciation Exercises for Speakers of Vietnamese
9. Teaching ESL to Non-literate Adults
10. Teaching English to Refugee Adults: A Guide for Volunteers, Volunteer Coordinators, and Tutors (revised and forthcoming)
11. Program Design Considerations for English as a Second Language
12. Teaching ESL Competencies: A Departure From a Traditional Curriculum for Adult Learners with Specific Needs
13. ESL in the Multi-level Class
14. ESL in the Workplace: English for Specific Purposes in Work Settings

GENERAL INFORMATION SERIES

9. A Selected Bibliography of Dictionaries (revised)
13. Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese
14. The Hmong Language: Sounds and Alphabets
15. The Hmong Language: Sentences and Phrases
16. Glimpses of Hmong Culture and Recent History of Lao
18. Teaching English to Cambodian Students

19. Teaching English to Speakers of Lao
20. English Language Testing
22. Background Information on the Ethnic Chinese
23. Teaching English to Speakers of Vietnamese
25. Teaching English to Cubans
26. Teaching English to the Haitians

REFUGEE FACT SHEET SERIES

1. Ethiopian
2. Mien/Yao
3. Soviet Jews
4. Kurds
5. Afghans
6. Armenians

REFUGEE ORIENTATION SERIES

1. A Guide to Orientation Materials for Refugees and Their Sponsors:
A Selected, Annotated Bibliography (available only to program
administrators and libraries) Supplement, September 1981
2. Social Adaptation of Refugees: A Guide for Service Providers
3. A Future for Us All: A Resource Guide for Refugee Women's Program
Development
4. A Guide for Employers of Refugees
5. Planning and Implementing Cross-Cultural Orientation Programs for
Refugees
6. Young Adults in America: A Booklet for Refugees in Their Late
Teens (bilingual)
 - a. Vietnamese
 - b. Hmong
 - c. Khmer
 - d. Lao
 - e. Chinese

7. Working in the USA

- a. A Guide for Newly-Arrived Vietnamese Refugees
- b. A Guide for Newly-Arrived Hmong Refugees
- c. A Guide for Newly-Arrived Khmer Refugees
- d. A Guide for Newly-Arrived Lao Refugees
- e. A Guide for Newly-Arrived Chinese Refugees

8. Refugee Sponsorship in the United States

- a. A Guide for Vietnamese Sponsors
- b. A Guide for Hmong Sponsors
- c. A Guide for Khmer Sponsors
- d. A Guide for Lao Sponsors
- e. A Guide for Chinese Sponsors

To order publications please call the toll-free 800 number or write to the LORC address listed on front page.

Nick Kremer, Western Office, 30 No. Raymond Ave., Suite 409, Pasadena, CA
(213) 796-2697

DESEGREGATION ASSISTANCE CENTERS

School districts in Washington State are served by three desegregation assistance centers funded through Title IV, CRA. School personnel should contact the director of these centers for additional information.

National Origin:

Interface Consultants, Inc.
4600 S. W. Kelly
Portland, Oregon 97201
(503) 222-3025

Francisco C. Garcia
Executive Director

Race:

Portland State University
P. O. Box 751
Portland, Oregon 97207
(503) 229-4624

Dr. Richard Withycombe
Director

Sex:

Center for Sex Equity
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800
1-800-547-6339 (outside Oregon)

Dr. Bonnie Faddis
Director

* Note: New applications for these centers are being reviewed by the U.S. Dept. of Education for funding. Please contact the Office for Multicultural and Equity Education, SPI, for information relating to the successful applicants. (206) 753-2560.

ADDITIONAL CENTERS

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS (CSOS)

The Johns Hopkins University
Baltimore, Maryland 21218
(301) 366-3582

John H. Hollifield
Assistant Director

NATIONAL REVIEW PANEL ON SCHOOL DESEGREGATION RESEARCH

Center for Educational Policy
Duke University
4875 Duck Station
Durham, North Carolina 27706
(919) 684-4477

Willis D. Hawley

DESEGREGATION STUDIES TEAM

National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-8897

Ronald D. Henderson
Team Leader

NATIONAL EDUCATION STRATEGY CENTER (NESC)

1 Niles Street
Hartford, Connecticut 05106
(203) 246-9041

James E. Barnes
Program Director

Evonnie Terry-Gbadebo
Resource Manager

WAYS TO IMPROVE EDUCATION IN
DESEGREGATED SCHOOLS (WIEDS)

Southwest Educational Development
Laboratory (SEDL)
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

A. L. King
Senior Researcher

Intercultural Development Research
Association
Director of School Services
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228
(512) 684-8180

ERIC CLEARINGHOUSES

Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115.

Counseling and Personnel Services, The University of Michigan, Counseling and Personnel Services Information Center, School of Education Bldg., Room 2108, Ann Arbor, Michigan 48104.

Early Childhood Education, University of Illinois, College of Education, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

Educational Management, University of Oregon, Eugene, Oregon 97403.

Handicapped and Gifted, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Higher Education, George Washington University, One DuPont Circle, N.W., Suite 630, Washington, D.C. 20036.

Information Resources, Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, California 94305.

Junior Colleges, University of California, 96 Powell Library, Los Angeles, California 90024.

Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

Reading and Communication Skills, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Rural Education and Small Schools, New Mexico State University, Box 3AP, Las Cruces, New Mexico 88003.

Science, Mathematics, and Environmental Education, Ohio State University, 1800 Cannon Drive, 400 Lincoln Tower, Columbus, Ohio 43210.

Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302.

Teacher Education, American Association of Colleges for Teacher Education, One DuPont Circle, N.W., Suite 616, Washington, D.C. 20036.

Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08540.

Urban Education, (ERIC) Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.
(212) 678-3437

SYSTEM OF MULTICULTURAL PLURALISTIC ASSESSMENT (SOMPA)

The System of Multicultural Pluralistic Assessment (SOMPA) is a new, comprehensive method of assessing the level at which children function in cognitive, perceptual-motor, and adaptive behavior areas. It provides a unique means of estimating learning potential that may be masked by sociocultural and health factors.

SOMPA is especially useful with Black, Hispanic, and White American children. It may also be used with children having certain other cultural backgrounds. Norms are provided for Black, Hispanic, and White children between 5 and 11 years of age.

A Multidimensional Approach

SOMPA utilizes three assessment models: the medical model, the social system model, and the pluralistic model. Each model provides a different and important perspective of the child's competencies.

o Medical Model

Components of SOMPA that conform to the medical model measure perceptual-motor development and health conditions that may be related to learning difficulties.

o Social System Model

Components of SOMPA that conform to the social system model measure the child's adaptive behavior in family and community roles, and the child's performance in the role of student in the social system of the school.

o Pluralistic Model

Elements of SOMPA that relate to the pluralistic model measure critical aspects of the child's sociocultural background. Additionally, they yield an estimate of learning potential based on a comparison of the child's WISC-R scores with the average WISC-R scores predicted for children having the same configuration of sociocultural characteristics.

Contact: Institute for Pluralistic Assessment Research and Training (IPART), 2914 Rudidoux Blvd., Riverside, CA 92509

MULTICULTURAL MODELS, PRODUCTS, PROJECTS & PROGRAMS

State of Washington

(A Preliminary List)

A number of Washington State school districts have developed effective models, products, projects and programs focusing upon multicultural education. Those listed below are operational:

Project REACH (Arlington S.D.)

Gary Howard, Coordinator
Arlington Intermediate School
319 N. French Avenue
Arlington, WA 98223
(206) 435-9770

Multiethnic Access Project
(Bellevue S.D.)

Val Carlson
Bellevue School District
310 102nd Avenue N.E.
Bellevue, WA 98004
(206) 455-6011

Affirmative Action Goals at
the Building Level on a
District-Wide Basis (Bellevue S.D.)
Val Carlson (above)

Rainbow Program (Seattle S.D.)

May Sasaki
Integration Services
Seattle School District
5950 Delridge Way S.W.
Seattle, WA 98106
(206) 587-6402

Multicultural Inservice Training
Project (Northwest Lab)

Bill Hainer
Washington Education Association
33434 Eighth Avenue S.
Federal Way, WA 98003
(206) 941-6700
(Federal Way, Mercer Island,
Othello and Spokane S.D.)

Global Education Training Program

Marcia Migdal, Coordinator
Global Education Training Program
6510 17th N.E.
Seattle, WA 98115
(206) 525-4536

Daybreak Star Press

United Indians of All Tribes Foundation
Sharon Pratscil
Daybreak Star Cultural Educational
Center
P.O. Box 99253
Seattle, WA 98199
(206) 284-4425

Multicultural Media Collection/
Resource Center (Seattle S.D.)

Bill Towner, Coordinator
Library/Resource Center
Kimball Elementary School
3200 23rd Avenue S.
Seattle, WA 98144
(206) 587-5540

Area Outreach Programs

(All of the following are located at:)
School of International Studies
Thompson Hall
University of Washington
Seattle, WA 98195

South Asia
Pat Emerson
(206) 543-2800

Russian & East European
Edith Clark
(206) 543-4852

DAYBREAK STAR PRESS

The Daybreak Star Press, now in its sixth year, is pleased to make available to you and your students a wide selection of educational materials on Native Americans. Daybreak Star Press (DSP) publishes only those materials which accurately portray tribal cultures and histories, and the experiences of Native Americans in contemporary society.

Created in response to the need for responsible learning materials about Native Americans, DSP assures the authenticity of its materials and their appropriateness for standard classroom use by both Indian and non-Indian students. The professional staff works cooperatively in all stages of the development process with Indian tribes, groups, and individuals and with teachers, curriculum specialists, and other certified personnel.

In a 1979 report submitted to the U.S. Congress by the Office of Indian Education, the Daybreak Star curriculum program was heralded as one of three exemplary programs receiving Title IV funds under the Indian Education Act. In addition to Title IV funds, DSP curriculum projects have been supported by grants from the Community Services Administration, Washington State Commission for the Humanities, the Washington State Arts Commission, and Ethnic Heritage.

In the last two years, the Press has begun to include a limited number of quality materials on Native Americans developed by Indian organizations and individuals outside of the DSP staff. This year, the Press adds to its list *Survival: A History of Northwest Indian Treaty Fishing Rights*, a slide presentation produced by The Point No Point Treaty Council; *Twana Games*, developed by the Skokomish Learning Center and Twana Culture and Language Program, and *Agaliha': Indian Self-Esteem Curriculum Activity Book*, developed and published by the Indian Developed Curriculum and Publishing Corporation.

As part of United Indians of All Tribes Foundation (UIATF), DSP contributes to and partakes of the larger purpose of the Foundation in its dedication to all aspects of Indian life--educational, cultural, social, and economic. Employing over 65 full time staff, UIATF operates several diverse programs: Adult Careers Education, Indian Headstart, the Daybreak Star Preschool, City Camp Circle, Employment Services, the Arts, Economic Development, and Resource and Evaluation Center Three. Located in the Daybreak Star Cultural Center and several additional satellite facilities in Seattle, Washington, UIATF was founded in 1970 as a cooperative effort between reservation and urban Indian representing "all tribes."

Contact: DAYBREAK STAR PRESS
UIATF
Daybreak Star Cultural-Educational Center Discovery Park
Post Office Box 99253
Seattle, Washington 98199
(206) 285-4425

PUBLICATIONS

The intent of this listing of available resources is to provide selected information to the reader. It is acknowledged that any listing is temporary. Publications and audio-visual materials are available from a variety of sources including some of those listed. The reader is advised to request a catalog as appropriate.

The reader is advised that there is an increasing number of minority and ethnic publishers and publishers of minority instructional materials. Interested educators should contact various informational sources as much as possible.

Also, there are a number of minority and ethnic newspapers found in the various metropolitan areas of the state.

COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN
Racism/Sexism Resource Center for Educators
1841 Broadway
New York, NY 10023-7648
(212) 757-5339

The 16 year old Council on Interracial Books for Children (CIBC) established this Resource Center in 1975. The Center develops and disseminates teaching and training materials for schools, libraries, colleges, churches and community groups. In addition, the Resource Center offers workshops to help educators detect and counteract race and sex bias in learning materials.

CIBC and Resource Center panelists appear at many annual meetings of the American Library Association, the National Council of Teachers of English, the National Council for Social Studies, the National Education Association, and the National Association for the Education of Young Children. In addition, they are invited participants at feminist, bilingual, multicultural, and church conferences.

Beryle Banfield, Ed.D., President of CIBC
Robert B. Moore, Ed.D., Director of Resource Center

MULTIETHNIC CURRICULUM FOR SPECIAL EDUCATION
The Council for Exceptional Children
Department 5502
1920 Association Drive
Reston, Virginia 22091
(703) 620-2660

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH
David Stohl, Director
Pacific Northwest Regional Office
918 Securities Building
Seattle, WA 98101
(206) 624-5750

AFRICAN HERITAGE CENTER
Melvin Deal, Director
420 7th Street N.W.
Washington, D.C. 20004
(202) 628-9528

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH
Frances Sonnenschein
National Education Director
823 United Nations Plaza
New York, New York 10017
(212) 490-2525

AFRICA REPORT
African-American Institute
530 Dupont Circle Bldg.
Washington, D.C. 30036
Monthly (Oct-June) \$8

AFRICAN-AMERICAN TEACHERS FORUM
1064 Fulton Street
Brooklyn, NY 11238
Bi-monthly

AFRICAN STUDIES NEWSLETTER
Shiffman Center
218 Brandeis University
Waltham, MA 02154
6-9 per year

AFRICAN STUDIES REVIEW
African Studies Center
Michigan State University
East Lansing, MI 48823
3 per year; \$25

AFRICANA LIBRARY JOURNAL
Africana Publishing Corp.
101 Fifth Avenue
New York, NY 10003
Quarterly: \$13.50

AFRO-AMERICAN STUDIES
Gordon and Breach Science
Publishers Ltd.
150 Fifth Avenue
New York, NY 10011
Quarterly: \$11

AFRO-AMERICANA

Book News Inc.
303 West Tenth Street
New York, NY 10014
Semi-annually

BLACK ACADEMY REVIEW

Black Academy Press, Inc.
3296 Main Street
Buffalo, NY 14214
Quarterly: \$7

**BLACK CREATION: (A quarterly review
of Black Arts and letters)**

Institute of Afro-American Affairs
New York University
10 Washington Place - 5th Floor
New York, NY 10003
Quarterly: \$4

BLACK SCHOLAR

PO Box 908
Sausalito, CA 94965
Monthly (except July & Aug) \$10

BLACK STUDENT

Students' Afro-American Society
112 Low Library
Columbia University
New York, NY 10027
\$2

BLACK VOICE

Black Student Union
Hub, University of Washington
Seattle, WA 98105
\$10

BLACK WORLD

Johnson Publishing Co
1820 South Michigan Ave.
Chicago, IL 50515
Monthly \$5

CANADIAN COUNCIL OF CHRISTIANS AND JEWS

49 Front Street East
Toronto, Canada
(416) 364-3101

CLEARINGHOUSE FOR CIVIL RIGHTS RESEARCH
Center for National Policy Review
Catholic University School of Law
Washington, D.C. 20064
(202) 832-8525

**CONFRONTATION (A Journal of Third
World Literature)**
Black Studies Institute
Ohio University
Athens, OH 45701
3 per year \$5

DEMONSTRATION PROJECT FOR ASIAN AMERICANS
810 - 18th Avenue
Seattle, WA 98122
(206) 322-0203

ETHNIC CULTURAL CENTER
University of Washington
3931 Brooklyn Avenue NE
Seattle, WA 98105

ETHNIC NEWSPAPERS
JACP, Incorporated
414 E. Third Avenue
San Mateo, CA 94401
(415) 343-9408

FOUNDATION FOR CHANGE
Room 802
1619 Broadway (49th Street)
New York, NY 10019
(212) 763-2074

INFORMATION CENTER ON CHILDREN'S CULTURES
A Service of the United States Committee
for UNICEF
331 East 38th Street
New York, New York 10016
(212) 686-5522

**INTEGRATED EDUCATION: (A report on
Race and Schools)**
Integrated Education Association
434 South Dearborn Avenue
Chicago, IL 60604
Bi-monthly: \$8

JOURNAL OF CROSS-CULTURAL PSYCHOLOGY

Senior Editors Walter J. Lonner
Western Washington University
c/o SAGE PUBLICATIONS
275 South Beverly Drive
Beverly Hills, California 90212

JOURNAL OF EDUCATIONAL EQUITY & LEADERSHIP

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, OHIO 43210

THE JOURNAL OF ETHNIC STUDIES

Western Washington University
Bellingham, WA 98225

JOURNAL OF NEGRO EDUCATION

Howard University Press
Washington, D.C. 20001
Quarterly \$5

JOURNAL OF NEGRO HISTORY

Association for the Study of
Negro Life and History
1538 Ninth Street NW
Washington, D.C. 20001
Quarterly \$7

LIVING HERITAGE

Box 13, Suite 252
800 Hornby Street
Vancouver, B.C. V6Z2G5

MONTHLY BULLETIN OF AFRICAN MATERIALS

African Studies Center
10 Lenox Street
Brookline, MA 02146
Monthly \$10

**MULTICULTURAL EDUCATION GUIDE: A COLLECTION OF
LANGUAGE ARTS AND SOCIAL STUDIES UNITS FOR
GRADES K THROUGH 12**

Teacher Corps Project
University of Arkansas/Pine Bluff/Fayetteville
Pine Bluff, Arkansas
Edited by Clara Jennings, Ph.D.
Shelly Store, M.S., Ed.S.
Susie Marix, B.S.

MUNICIPAL HUMAN RIGHTS DEPARTMENTS

Examples:

Seattle Human Rights Department
305 Municipal Building
Seattle, Washington
(206) 583-1754

Tacoma Human Relations Commission
740 St. Helens, Suite 1420
Tacoma, WA 98402-3779
(206) 591-5151

NATIONAL ASSOCIATION FOR ASIAN AND PACIFIC AMERICA EDUCATION

P. O. Box 367
San Mateo, CA 94401
(415) 343-9408

NATIONAL COMMUNITY EDUCATION ASSOCIATION

1201 - 16th Street, NW, Suite 305
Washington, D.C. 20005
(202) 466-3530

NATIONAL EDUCATION ASSOCIATION

Human & Civil Rights
1201 16th Street, NW
Washington, D.C. 20005
(202) 833-4000

NEGRO AMERICAN LITERATURE FORUM

School of Education
Indian State University
Terre Haute, IN 47809
Quarterly \$4

NEGRO HISTORY BULLETIN

Association for the Study
of Negro Life and History
1538 Ninth Street NW
Washington, D.C. 20001
Monthly (Oct-May) \$3.50

PACIFIC NORTHWEST BELL

Film Library - Room 2B02
Sixteen Hundred Bell Plaza
Seattle, WA 98191
(206) 345-5000 - Greater Seattle Area
1-800-552-0668 (toll free) elsewhere in Washington

PACIFIC NORTHWEST INTERNATIONAL INTERCULTURAL EDUCATION CONSORTIUM

Highline Community College
Mail Stop 25-5
240th & Pacific Highway South
Midway, WA 98031
(206) 878-3710, Extension 249
SCAN 374-1249

PHYLON

Atlanta University
223 Chestnut Street
SW Atlanta, GA 30314
Quarterly \$4.50

PUBLICATIONS SERVICE (AMERICAN INDIAN MATERIALS)

Haskell Junior College
Lawrence, Kansas 66044

SOCIAL SCIENCE EDUCATION CONSORTIUM

855 Broadway
Boulder, Colorado 80302

SOCIETY FOR INTERCULTURAL EDUCATION, TRAINING AND RESEARCH (SIETAR)

1414 Twenty-Second Street, NW
Washington, D.C. 20037
(202) 862-1990

SOUTH KING COUNTY CONSORTIUM

Federal Way School District
Highline School District
Renton School District
School of Education, Seattle University
Contact: Al Smith, Coordinator (WEA Human Relations) (206) 941-6700

THE HORACE MANN BOND CENTER FOR EQUAL EDUCATION

Meyer Weinberg, Director
School of Education
University of Massachusetts
Amherst, MA 01003

THE W.A.R.C. THUNDERBIRD

c/o Washington Archaeological Research
Center
Washington State University
Pullman, WA 99164

THE WESTERN JOURNAL OF BLACK STUDIES
Black Studies Program
Washington State University
Pullman, WA 99164
(509) 335-8679
Institutions \$15.00
Individual \$10.00

UNITED INDIANS OF ALL TRIBES FOUNDATIONS
PO Box 99253
Seattle, WA 98199

WASHINGTON-ALASKA TEXTBOOK REPRESENTATIVES ASSOCIATION
PO Box 122
Littlerock, WA 98586
(206) 367-8406 (509) 928-1838

WASHINGTON EDUCATION ASSOCIATION
33434 Eighth Avenue So.
Federal Way, WA 98003
Contact: Al Smith, Coordinator, WEA Human Relations and Minority Program
(206) 941-6700

WASHINGTON STATE ASCD
144 Lewis Annex
NV-10
University of Washington
Seattle, WA 98195

WOMEN'S EDUCATIONAL EQUITY ACT PUBLISHING CENTER
Educational Developmental Center, Inc.
55 Chapel Street
Newton, Massachusetts
Toll Free: 800-225-3088

ADDITIONAL RESOURCES

FOCUS ON AMERICA: A NATIONAL POLITICAL CONVENTION FOR YOUTH

The primary purpose of this program is to foster learning about the American political system. Participants will focus their attention on examination of the processes involved in shaping party platforms and selecting a presidential nominee. Experiences are designed to promote involvement and social participation.

International Studies
P.O. Box 11646
Eugene, OR 97440

HISTORY REVISITED

A complete in-service workshop package for K-12 educators emphasizing a multicultural infusion model for educational equity. This workshop package is a proven vehicle for stimulating student interest in the development of the United States.

National Women's History Week Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

THE WASHINGTON STORY - A HISTORY OF OUR STATE

This book was developed as a project of the Seattle School District to provide material for the required Washington State history and government course. It was compiled and written by Ruth Pelz who was employed by Seattle School District with funds received through the Comprehensive Employment and Training Act, 1977. (Revised Edition - 1979)

Ruth Pelz
934 18th Avenue
Seattle, WA 98122
(206) 543-8565

BOOKS FROM UNIVERSITY PRESSES

If ordering from a single press, mail your order directly to that press.
Addresses are given below.

If ordering from multiple presses, mail your order to:

Exhibits
American University Press Services
One Park Avenue
New York, New York 10016
Shipping and handling charges vary.

University of Arizona Press
P. O. Box 3398
Tucson, AZ 85722

University of Pittsburgh Press
127 N. Bellefield Ave.
Pittsburgh, PA 15260

University of Chicago Press
5801 S. Ellis Ave.
Chicago, IL 60637

Syracuse University Press
1011 E. Water St.
Syracuse, NY 13210

The University Press of Hawaii
2840 Kokowalu St.
Honolulu, HI 96822

Texas A&M University Press
Drawer C
College Station, TX 77843

Indiana University Press
10th and Morton Sts.
Bloomington, IN 47405

University of Washington Press
Seattle, WA 98105

Northern Illinois University Press
DeKalb, IL 60115

Yale University Press
92A Yale Station
New Haven, CT 06520

University of Notre Dame Press
Notre Dam, IN 46556

EXHIBITS, LIBRARIES AND MUSEUMS

The State of Washington is fortunate in having a number of excellent exhibits, libraries and museums available for displays and supplementary information.

Outstanding museums are listed below. The reader is advised that a number of additional museums and exhibits are available in various locations throughout the state. The following is a partial listing only.

MUSEUM OF NATIVE AMERICAN CULTURES

P. O. Box 3044
Spokane, WA 99220
(509) 326-4550

Exhibits and collections permanently on display have gained both international recognition and MONAC is considered to one of the most outstanding facilities of its kind in the world.

Educational activities sponsored by MONAC on an ongoing basis include the creation of an unique educational program - the Native American Cultural Awareness Program - developed in cooperation with Spokane School District 81 and the Junior League of Spokane.

YAKIMA NATION CULTURAL CENTER

P. O. Box 151
Toppenish, WA
(509) 865-2800

The Yakima Nation Cultural Center is located in ancestral grounds of the Yakimas. The Yakima National Library, one of a kind in the country, serves as an educational facility and an Indian historical research center.

BURKE MEMORIAL WASHINGTON STATE MUSEUM

University of Washington
17th NE & NE 45th
Seattle, WA
(206) 543-5590

WASHINGTON STATE CAPITOL MUSEUM

211 W. 21st Street
Olympia, WA
(206) 753-2580

MUSEUM OF NATURAL HISTORY AND INDUSTRY

University of Washington
2161 E. Galer Street
Seattle, WA
(206) 324-1125

WING LAKE MUSEUM

414 - 8th Avenue South
Seattle, Washington
(206) 623-5124
Director: Peg Marshall

PROVINCIAL MUSEUM

Victoria, British Columbia

SEATTLE PUBLIC LIBRARY ETHNIC HERITAGE PROJECT

1000 - 4th Avenue
Seattle, Washington
(206) 625-2665

SMITHSONIAN INSTITUTION TRAVELING EXHIBITS SERVICE (SITES)

Arts and Industries Building

Room 2170

Smithsonian Institution

Washington, D.C. 20560

(202) 357-3168

Cable Smithsonian

Telex 89495

SUQUAMISH MUSEUM

P.O. Box 498

Suquamish, WA 98392

(206) 598-3311

YAKIMA VALLEY MUSEUM

& HISTORICAL SOCIETY

2105 Tieton Drive

Yakima, WA 98902

(509) 248-0747

MAKAH CULTURAL AND RESEARCH CENTER

P.O. Box 95

Neah Bay, WA 98357

(206) 645-2711

SMITHSONIAN INSTITUTION AFRO-AMERICAN COMMUNITY PROJECT

American History Building

Smithsonian Institution

Washington, D.C. 20560

(202) 357-3182

James Horton, Director

STATE HISTORICAL SOCIETIES

EASTERN WASHINGTON STATE HISTORICAL SOCIETY

Library, W. 2316 First Avenue, Spokane, WA 99204

(509) 456-3931, SCAN 545-3931

Special Collections: History of Inland Empire and
Northwest, Indian History, Local History, Photographs,
Oral Histories

Cheney Cowles Memorial Museum

Joel E. Ferris Memorial Library and Fine Arts Gallery

Grace Campbell Home

Hours Open: Tues.-Sat. 10-5

STATE CAPITOL HISTORICAL ASSOCIATION

State Capitol Museum, 211 W. 21st Avenue, KM-11,

Olympia, WA 98504

(206) 753-2580, SCAN 234-2580

Special Collections: Pickett Papers, Genealogy,
Photos of Washington Pioneers

Hours Open: Tues.-Fri. 10-4:30, Sat.-Sun. 12-4

WASHINGTON STATE HISTORICAL SOCIETY

Hewitt Library, 315 N. Stadium Way, Tacoma, WA 98403

(206) 593-2830, SCAN 362-2830

Special Collections: Asahel Curtis Photograph Collection,
Labor, Indians, Railroads, Lumbering, Missions, Pioneer
Reminiscences

Hours Open: Tues.-Sat. 9-5

GRADUATE WORKS
(Theses Dissertations)

An increasing number of candidates for advanced degrees and research projects are conducting research on multicultural issues. Three examples are listed and the reader is advised to contact institutions of higher education as desired.

Cox, Jesse C.

"The Effect of Multicultural Curricula on Self-Concept Development of Black Junior High School Students", (Master's Thesis), 80-115-78, Library, Central Washington University, Ellensburg, WA 98926, May, 1979.

Lombard-Cotton, June

"The Development of a Multicultural-Multiethnic Teaching Approach at the Middle School Level" (Doctoral Dissertation), School of Education, Seattle University, Seattle, WA 98122, December, 1981.

Smith, Albert

"The Relationship of Teacher Preparedness in Multicultural Education to Levels of Ethnic Awareness in Multicultural Exposure Among Elementary School Certificated Personnel", (Doctoral Dissertation), College of Education, University of Washington, Seattle, WA 98195, April, 1983.

VISUAL ARTS

The reader is advised that there are increasing multicultural performing and visual arts resources available. This is especially true in the metropolitan areas of the state and regions such as Seattle, Spokane, Tacoma, Tri-Cities, Vancouver, British Columbia, and Portland, Oregon.

ETHNIC CULTURAL CENTER

3931 Brooklyn Avenue N.E.

Seattle, WA 98105

Center: (206) 543-4635

Theatre/Box Office: (206) 543-4327

"The Group": (206) 543-4969

(The Group is the resident professional theatre company at the Ethnic Theatre.)

Office Hours: 8:00 a.m. - 4:30 p.m., Monday - Friday

Center Hours: (Fall-Winter-Spring)

8:00 a.m. - 11:00 p.m., Monday - Friday

10:00 a.m. - 10:00 p.m., Saturday - Sunday

CLOSED HOLIDAYS

COMMUNITY RESOURCES FOR SCHOOLS

The Ethnic Heritage Council, with the Seattle Public Library, Bellevue and Seattle Public Schools, has published a directory listing over 200 local ethnic groups with resources for use in schools. World Without War will publish a comprehensive directory of regional world affairs organizations in mid-November. The Women's International League for Peace and Freedom has also published a list of organizations in the area concerned with peace, social and economic justice, ecological balance. These valuable references provide full details on a wide assortment of local possibilities for the classroom. We have chosen here to highlight only those groups which have developed educational resources particularly suited for K-12 classes. Educators are encouraged to use the other directories to seek out further resources for their own growth and training in this field, and to add to our beginning list of classroom supports.

American Friends Service Committee
814 NE 40th; Seattle, 98105
Sarah Driggs 632-0500

Resource library, speakers, newsletter
Current interests: South Africa, Peace,
Indian program, Japanese Redress

Bread for the World
411 E. Republican, #4; Seattle 98102
Rev. Tom Hiller 323-1599/623-6326

Curriculum guides, speakers
Works as a Christian's citizens' lobby to influence national policy on
hunger.

Catholic Charities
1300 South Dawson; Seattle, 98108
Kathleen Smith 382-4844

Speakers, educational materials
Developing a Peace and Justice Resource Center for adult workers.

Citizens Education Center Northwest
105 South Main, Seattle
Katherine Maurer 624-9955

Newsletter
Citizens movement for better schools; seeks ways to use ethnic
resources in schools

Daybreak Star
United Indian of All Tribes
Discovery Park, Seattle 98199
Sharon Patacsil/Gail Stevens 285-4425

Library (call first), activity guides, Daybreak Star Magazine,
slide-tapes, videos, games introducing children to Indian heritage and
culture.

El Centro de la Raza
2524 16th Ave. S; Seattle, 98144
Patricia Jones 329-9442

Speakers, books for sale, tours to share Hispanic culture; Jose Marti
Child Devp. Center is multicultural, bilingual.

Hunger Action Center
2524 16th Ave. S., Seattle 98144
Joan Truskoff 324-5730

Speakers, booklets, newsletters on hunger and food resource issues,
with regional and global perspective.

Stories & Songs To Reconcile By
Marian J. Hutchinson, Manager
North 12408 Fairwood Drive, Apt. 10
Spokane, WA 99218
(509) 466-9365

Roho Shinda
Mr. & Mrs. Charles Patillo
Route 3, Box 696
Yakima, WA 98901
(509) 452-3400

SCHOOL DISTRICT IMPLEMENTATION

MODELS

These five models represent an increasing number of Washington State school districts that are developing, implementing and evaluating multicultural education. They are adaptable to meet Washington State school district requirements.

The three largest Washington State school districts (Seattle, Spokane, Tacoma) are developing and implementing multicultural education through their unique administrative and curriculum support structures.

ADMINISTRATION INITIATED MODEL

(Evergreen School District)

Target Audience:

School district administrators

Need: To provide inservice to administrators regarding awareness levels of racial conflicts and concerns within a local school district. A goal of this effort is to initiate staff development at the building level.

Process: The process for an administration initiated model encompasses the development of a plan which would provide administrators the skills to implement building-level inservice.

Some important steps were taken in establishing this process:

Step 1 - Meet with assistant superintendents to determine the perceived or actual need for racial conflict and concern awareness.

Step 2 - Assistant superintendents receive approval from superintendent for awareness sessions.

Step 3 - Dates and agendas are established for a series of inservice sessions to include all district administrators.

Step 4 - Hold a series of two-hour sessions on racial conflict management, school climate assessment, bias awareness, and building-level staff development.

Step 5 - At the final session of the inservice administrators are responsible for developing plans to implement staff development at the building level. Central office administrators are responsible for providing assistance to the buildings in this effort.

Step 6 - Implementation of the building level staff development sessions.

Results: The Evergreen School Districts has implemented staff development sessions in three of their buildings with plans being finalized in several others.

For further information, please contact: Ken Moore, Admin. Asst.
Admin. Services
Evergreen School District
13905 N. E. 28th
Vancouver, WA 98662
(206) 256-6000

ADVISORY COMMITTEE MODEL

(Federal Way School District)

Target Audience:

Association leadership
Building staff
Parents/concerned citizens
School district administrators
Students

Need: A committee to assist the superintendent in assessing the status and the need for multicultural education in a local school district.

Process: The process for an advisory committee model is started by the district superintendent. If the superintendent wants some assistance in determining a potential direction for multicultural education in that school district/community, then it is recommended that various segments of the community population be included in this process.

Important steps were taken in establishing this process:

Step 1 - The superintendent determines an advisory committee is necessary making major decisions regarding a multicultural education program.

Step 2 - The superintendent identifies a staff person to act as liaison between the committee and the district. This person is also responsible for moving the committee along to a place where they elect their own chairperson.

Step 3 - The superintendent asks his principals and administrative staff for names of high school students, certificated staff, non-certificated staff, community members, and parents. The association leadership is also invited to have a representative on this committee. From the total list of names, contacts are made and invitations are sent. A committee of 15 to 25 people is very workable according to the assignment.

Step 4 - The committee determines the tasks to be accomplished in the designated period of time, elects its leader(s), determines composition of sub-committees, work as sub-committees (with periodic total committee meetings for sub-committee reports), meet as total committee to determine content of the report to the superintendent.

Step 5 - The committee presents their report of findings and recommendations to the superintendent.

Step 6 - The superintendent presents the report to the school board.

Results: As a result of their effort the Federal Way School District now has a substantial report of findings and recommendations for the superintendent and school board.

For further information, please contact: Dr. Milton Snyder, Superintendent
Federal Way School District
31455 - 28th Ave. So.
Federal Way, WA 98003
(206) 941-0100

COLLABORATIVE MODEL

(Oak Harbor School District)

Target Audience:

Association leadership
Central office/building administrators

Need: To develop an inservice program for both teachers and administrators.

Process: The process for a collaborative model is initiated by either the district administration or the local education association seeking some planning assistance from the state superintendent's office and/or the Washington Education Association.

The following important steps were taken in establishing this process:

Step 1 - Local education association leadership contacts the WEA for assistance in developing inservice for membership and district administrators.

Step 2 - Local association leadership and WEA Human Relations Field Representative meet with district superintendent to meet and confer regarding the issue of staff inservice.

Step 3 - Association leadership and the superintendent's designated representatives meet to determine goals and objectives for the inservice education program.

Step 4 - The planning committee of district administrators, association leadership and WEA Field Representative is now enlarged to include an Office of Equity staff person from OSPI. This group is responsible for the planning and implementation of the inservice.

Step 5 - Goals and objectives are re-established, consultants are identified, dates are determined, finances are agreed upon, an agenda is negotiated and participants are informed.

Results: Oak Harbor School District has identified an "in-house" cadre of staff members, administrators and teachers, to receive specialized training in: assessing school climate, teaching style, bias awareness, problem resolution strategies, and trainer behaviors.

For further information, please contact: Gene Medina
Assistant Superintendent, Construction
1250 Midway Blvd.
Oak Harbor, WA 98277
(206) 675-0702

COOPERATIVE MODEL

(Mercer Island School District)

Target Audience:

Association leadership
Building staff
Parents/concerned citizens
School district administrators

Need: Increase administrators and staff awareness of community concerns regarding unequal treatment of ethnic and cultural minority students.

Process: The process for a cooperative model is one in which several groups of people must come together and "buy-in" to a common objective. The objective for this group surfaced in the form of multicultural education inservice training for: building teams, community representatives, school board members, central office administrators, private school staff, and education association leadership.

Important steps were taken in establishing this process:

Step 1 - Meet with the superintendent's designated staff person to discuss concerns and establish a calendar.

Step 2 - Meet with concerned citizens groups to identify major issues and brainstorm potential solutions.

Step 3 - Present major issues identified by concerned citizens to the total district administrative staff. Brain storm potential solutions.

Step 4 - Present major issues with district's staff development committee. Prioritize potential solutions identified by the concerned citizens group and the district administrators.

Step 5 - Develop a mini-grant proposal to subsidize the priority solution identified by the staff development committee.

Step 6 - Implement staff development priority utilizing mini-grant funds.

Results: As a result of this effort, Mercer Island now has an advisory committee to the superintendent - composed of concerned citizens, association leadership, school board members, district administrators, and building staff. The task for this committee is to make recommendations to the Superintendent regarding multicultural education.

For further information, please contact: Dr. Bill Bleakney
Director of Personnel and Employee Relations
(206) 232-1600 SCAN 582-1011

STAFF INITIATED MODEL

(Wapato School District)

Target Audience:

Building staff
Parents/concerned citizens

Need: Provide an educational program which develops and exhibits a cooperative and unified effort on the part of various community cultural/ethnic groups and the public schools.

Process: The process for a staff initiated model utilizes the creative talents of staff members who are willing to take a leadership role in planning, developing, and presenting a cultural fair for their students and community. (In the case of Wapato Jr. High, it was called The Cultural Unity Fair Extravaganza.)

Some important steps were taken in establishing this activity:

Step 1 - Small group of staff members (3-5 persons) meet and brainstorm the potential for some kind of cultural activity that would have an impact on the total community.

Step 2 - Approach building principal then the building staff to see if there is support for the event.

Step 3 - Take the plan, including the building support, to the superintendent for district-level approval.

Step 4 - Meet with community cultural and ethnic groups to see which ones would be willing to provide some assistance.

Step 5 - Call a planning meeting for staff and community group volunteers to establish a calendar, identify tasks, and assign responsibilities.

Step 6 - Provide publicity through local newspapers, through participating community groups, personal invitations to parents, and inform other school districts in your area.

Step 7 - Put on your cultural fair.

Results: Wapato Jr. High School put on a week long series of school cultural activities culminating with an evening cultural stage show which was supported by 95% of their students.

For further information, please call: Connie Collins, Counselor
Wapato Junior High School
Wapato, WA 98951
(509) 877-2173

THE SOUTH KING COUNTY CONSORTIUM

The South King County Consortium is an informal partnership of school districts, local education associations and Seattle University intended to collaboratively promote, present and evaluate staff development opportunities . . . with a particular focus on multicultural education.

Member Organizations: Federal Way School District, Federal Way Education Association, Renton School District, Renton Education Association, Highline School District, Highline Education Association and Seattle University.

Facilitating Organizations: The Office for Multicultural and Equity Education and the Office of Professional Education at SPI, the Washington Education Association (WEA) and the National Education Association (NEA).

The Definition of Multicultural Education used by the Consortium is the statement entitled, "No One Model American," developed in 1972 by the Commission on Multicultural Education of the American Association of Colleges for Teacher Education (AACTE). The term multicultural is not to be construed as a euphemism for disadvantaged; rather, the statement encompasses a variety of ethnic and cultural spheres within our society.

The background to the Consortium reflects a commitment by the member agencies to take proactive steps toward anticipating school related problems associated with population changes in South King County. For the past several years, Highline, Renton and Federal Way have been experiencing increases in ethnic-minority enrollments . . . primarily Asian and Black, while at the same time experiencing general overall enrollment declines. This trend, though leveling to some extent, continues.

Experience has demonstrated that there frequently are inherent ethnic-cultural problems associated with transitions in school populations. Life styles, values, history and other sociological implications come into play as racial and/or cultural differences are interfaced in school buildings and classrooms . . . particularly over a short period of time.

Teachers and administrators may or may not be adequately prepared to address unique school situations that often present themselves as ethnic and cultural differences interplay. The Consortium attempts to identify staff development needs in this context, coordinate cross-district continuing education efforts focusing on common needs and provide a continuing support system to teachers, administrators, students and community members committed to promoting healthy multicultural school-community environments.

To date, the Consortium has presented two conferences: "Desegregation-Conflict Prevention/Resolution" in 1979 and "Intercultural Communications: A Problem or a Challenge?" in 1981. Over 125 administrators, community members, teachers and students have participated with conference mini-course offerings addressing:

- Culture As Language, Language As Culture
- The Principal's Role in Establishing a Multicultural School Climate
- Multicultural Teaching Approaches and Related Curriculum Materials
- Multicultural Curriculum for Predominantly White Communities (Project REACH)
- The Southeast Asian Student
- The Native American Student
- Learning Styles and Implications for Teaching Minority Students
- Etc.

How Does the Consortium Operate? Decision-making is by consensus of a Steering Committee composed of representatives from all of the member organizations. Meetings are coordinated through the Human Relations Office of the WEA and the Office for Multicultural and Equity Education at SPI. Funding is direct through WEA, NEA and SPI and in-kind, through contributions (staff time, materials, facilities, etc.) by the member organizations.

A CLOSING STATEMENT AND ACKNOWLEDGEMENTS

Multicultural education is a living process which should be utilized in all curriculum areas. Two effective program approaches which should be considered in addition to the traditional subject-matter approaches are: Community Education and Global Education.

THE WASHINGTON CENTER FOR COMMUNITY EDUCATION (SPI)

...is dedicated to the philosophy and the promotion of Community Education in the State of Washington.

The Center's services include:

...developmental & technical assistance.

...consultation.

...dissemination of Community Education materials.

...training.

The Center is a member of the Northwest Coalition for Community Education Development. Its services are made available through a joint funding agreement between the Superintendent of Public Instruction, the Northwest Community Education Development Center, and the Charles Stewart Mott Foundation.

If you have need for additional information and/or assistance, please contact:

Jerry B. Thornton, Director
Superintendent of Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
Telephone: (206) 753-6748

Global education is an instructional effort which imparts the necessary attitudes, knowledge and skills to students for effective interaction in a world that is more interdependent, experiencing rapid change and more vulnerable to planetary problems. Global education should be infused throughout the entire K-12 curriculum. Global education is often used synonymously with "teaching global perspectives in education."

If you have need for additional information and/or assistance, please contact:

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Superintendent of Public Instruction
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